



The New Willard Coe Library - Renovations for the library are nearly completed. The renovations were funded by a number of sources and were approved by the Board of Trustees. Many new resources were added to the library to bring it in sync with current technology. Now available are computers with access to the Internet, Nursing Index, and UCLA and USC computerized library catalogues. (Photo by Moria Demby)

A Pre-Opening Tour Through the New J. Paul Getty Center

By Diane Huseby
Assistant Editor

Looking out of the window from the fourth floor of the Humanities Building on the Chalon campus, we get a wonderful view of downtown Los Angeles, the 405 freeway, the homes below, and that construction across the way. The enormous undertaking will eventually be the new site of the J. Paul Getty Center. It will house the Getty Conservation Institute, the Getty Center for the History of Art and the Humanities, the Getty Center for Education in the Arts, the Getty Art History Information Program, the Getty Grant Program and a new museum. As an employee of the Getty Center Library, I can tell you that this has been no small task for the Getty.

The Getty Trust has been actively pursuing a new location for its vast collections of famous and historical artworks and books. Although I was introduced to the construction a few years ago, they have been working on this project since the early 1980s. The project plans to connect the above Getty entities by bringing them to one central location. Currently they are spread throughout West Los Angeles. While many outside the Getty community have wondered what has been happening on the hill, those most interested are the Getty insiders. At the Getty Center Library, I sense excitement and anticipation, much like waiting to move into a new home.

The new Getty Center will house six buildings, two restaurants, and a new museum. The

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of Mount St. Mary's College

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The Renovation of the Willard Coe Library Nearly Complete

By Patricia Ibanez
Staff Writer

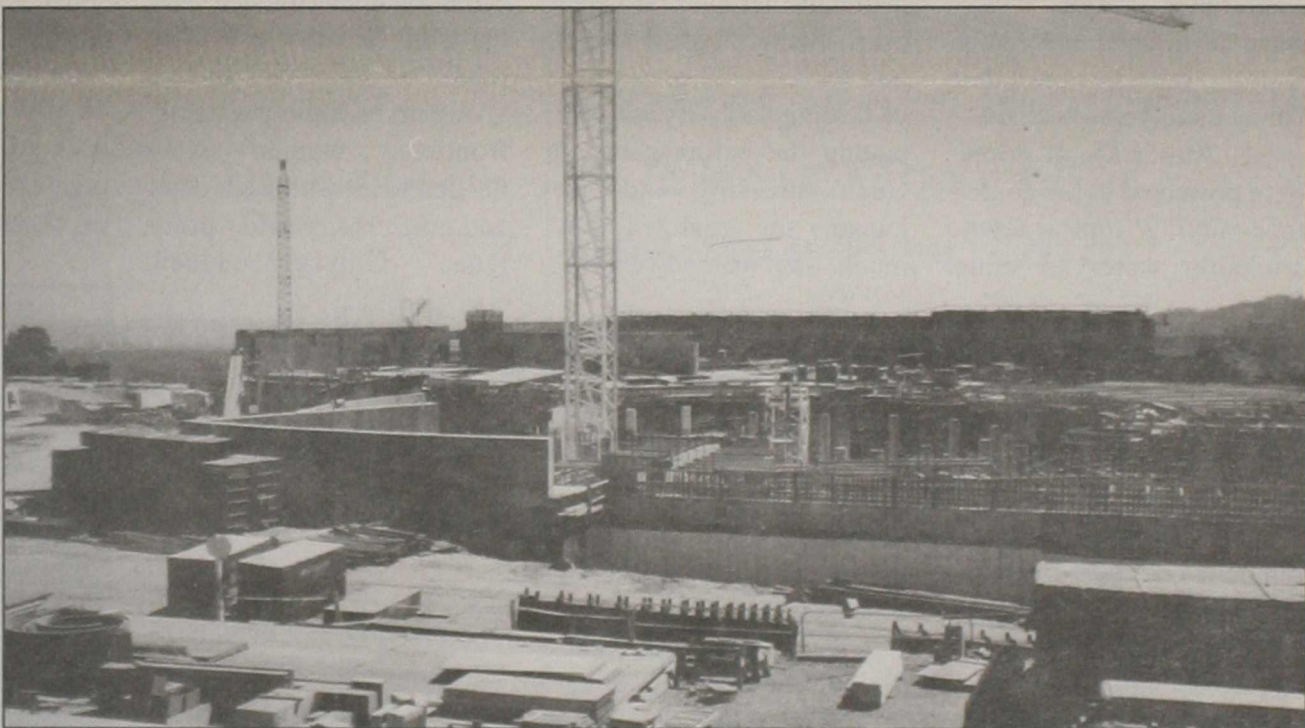
The renovation of the Willard Coe Memorial Library, a project which years ago seemed unattainable, has finally become a reality. The Coe Library was rededicated at the Founder's Day celebration on October 7, 1995.

Technology has dramatically advanced since the founding of the college seventy years ago, but the wiring system at the Mount had not. Thus, improvement in technology became an institutional priority in the library renovation project. Sister Magdalen Coughlin, the President of Mount St. Mary's College at the beginning of the renovation project, was the true inspiration for it. Sister Karen Kennelly, current President of the college, has played a major role in this renovation, together with the library staff and the Mount community as a whole. First, the funds became available from various sources and then the Board of Trustees approved the plan. A library consultant was then contracted to guide the project. Finally,

in May of 1994, the breaking down of walls began.

More than ten million dollars have been invested in this renovation project which includes a new library and support services at the Doheny campus as well as the improvements to the Coe Library at Chalon. Because the Coe Library was rewired, other improvements had to be made in order to meet conditions and requirements, such as handicap access, and air conditioning and heat for maintenance of the books. The appearance of the library has greatly improved because the rewiring system required the walls to be stripped to the very concrete, and then put back together again. This new image added to the library impact at no extra cost. Some artifacts were already there, it is just that the efficient use of space makes them more noticeable now, like the sculpture in the entrance. As Claudia Reed, the Library Director explained, "It really makes a difference the way the library

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J. Paul Getty Center Construction - The J. Paul Getty Center has been under construction across the hill from Mount St. Mary's College, and once finished it will house nearly all of the Getty Center entities. The only entity which will remain at its current site, the Malibu mansion, will be the Greek and Roman Antiquities display. The new structure will open with six buildings, including two restaurants. (Photo by Diane Huseby)

current museum located in Malibu will become the primary location for Greek and Roman antiquities, while the new museum will house the other collections.

Ready to visit the new Getty Center? Parking is at the bottom of the hill. Now we will take an elevator to a loading area where we will catch a four and a half minute electric tram ride to the top. The exterior of the buildings is made with travertine, a rock mined in a small town in Italy. As you can see, the massive squares have been pieced together to create walls of rock. From the bottom of the hill, the rock appeared a simple shade of beige. But now that you are close up, you can see the multiple shades of brown, white, and crystal. Notice the travertine is not smooth on the outside. Rather, it has a three dimensional texture with indentations, holes and imbedded fossils of

ancient leaves, twigs and other natural specimens.

If you have visited the Malibu museum, you know of the lovely gardens there. The new site will also be encircled with beautiful gardens and natural landscape. Many of the plants are drought resistant and some are native to other countries. Some of the gardens are planned to have European landscaping.

We will have to postpone the tour of the interior as the Getty Center is not scheduled to be open to the public until 1997. Yet there is much activity within the Trust right now. In the Getty Library, for example, the entire collection is being examined. We are evaluating the housing of the collection and its ability for easy transition to the new site.

As the project progresses, all Getty staff

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Graybehl and Phillips Attend UN Conference on Women, Returning with New Insights

By Patricia Ibanez
Staff Writer

Two students from Mount St. Mary's College, fourth year student Kathleen Phillips and third year student Andrea Graybehl, had the opportunity to attend the Fourth United Nations Conference on Women and Non-Governmental Organizations Forum on Women held from August 29 through September 4 in Beijing, China. At the conference, the students had the opportunity to meet with over 26,000 other women from all over the world, and share their experiences as women of tomorrow's world. The students were sponsored by the Public Leadership Education Network (PLEN) and were part of the PLEN delegation in Beijing. Both of the students had been involved with feminist organizations before finding out about the Beijing Conference and were inspired to attend by their desire to take part on Public Policy concerning women.

An array of topics were presented in the conference varying from access to drinkable water to equal

opportunity in the workplace. Graybehl was amazed to find so many brave women who were not afraid to call for action. The Japanese women demanded recognition for the atrocities women were exposed to during World War II, such as sexual slavery. By being a "Chamorro," and by forming part of the Guam delegation, Phillips was strongly influenced by self-determination, political status and decolonization of indigenous people. By being surrounded by aborigines women, Phillips felt she could identify with them and share the same cultural values. She stated that by being an American citizen she felt very fortunate compared to the majority of women around the world. "I have learned to be competitive," Phillips said; yet, she maintains her cultural values from Guam, "I grew up getting bananas out of the trees in the jungle." By contemplating the extravagance in Guam dressing and language, she realized how much she valued Guam's

culture, "I appreciate Guam more now; I also value their simple life style and their family oriented values."

Phillips enjoyed and was proud to attend the First Lady, Hillary Rodham Clinton's speech. "Hillary presented herself not as the First Lady, but as a woman and as a mother; it was a positive and encouraging speech commanding women not to give up on their rights." Graybehl added, "Hillary encouraged grassroots women to organize and take part in the enactment of human rights by lobbying their government and by using all the access they have."

What students enjoyed the most was the celebration of women that took place in Beijing; the fact that 26,000 women came together from all over the world to celebrate, to be heard and to be recognized. "After transcending existing frontiers, women were thrilled to be with each other and discuss world problems," Graybehl added.

How much of an impact the Beijing conference on women will actually have on the lives of women all over the world remains unknown. The most tangible improvement on the status of women will probably be the declaration of universal rights of women for over a hundred countries which is currently being written by the Platform for Action committee. Nevertheless, the universal feeling seems to be that the Beijing conference was a success in terms of gathering grassroots organizations together. The sense of awareness and the magnitude of different women issues, as well as the enthusiasm behind the Beijing conference, is illustrated through the students' perspectives. "I am more optimistic for change, although more pessimistic about the state of the world," Graybehl paradoxically stated. "Hopefully, the 26,000 women that went back to their countries will organize and create a system of checks and balances by

which they will promote awareness of the injustices on women," Phillips added.

Both of these students at the Mount, will continue to dedicate their time to human rights enactment. Graybehl will travel to Kenya next year to explore how cultural values and traditions shape the Kenyans' lives as compared to machismo and Western patriarchy. Phillips will return to Guam after becoming a lawyer and plans on being an activist for the rights of Chamorros. These two students are a beginning but it will take every women in the world to create the results from the strategies planned at the Beijing conference. Joseph Jourbert once said, "The aim of argument or of discussion should not be victory but progress." Hopefully, the Fourth United Nations Conference on Women and NGO Forum on Women, have only been the beginning of an endless process toward progress.

Athletic Department Phased Out and New Fitness Program Implemented for 1995-96

By Camille Maldonado
Contributing Writer

For a first year student, this appears to be a typical year. For a returning student, some things are new but some things never change, like the price of books and Hamburger Wednesday. But for a returning athlete, this year is a whole new ballgame. There are no athletic teams.

In 1988 the idea of participating in an intercollegiate athletic program at the Mount was proposed. The Athletic Review Committee, chaired by Barbara Becker, completed a five year plan which would provide recommendations for the proposal. The committee's main concern was to expand the health and wellness of the Mount students, not only through an intercollegiate athletic program but also through physical education classes. To make this happen they appointed a full-time Athletic Director and created an Athletic Advisory Committee to oversee programs and support the Athletic Director in decisions concerning the program.

In 1992, the third year of the five year plan, a follow up study was conducted. The report included both pros and cons of the program. Physical Education classes had increased, yet, intramural sports were not getting a desired level of participation.

In 1993, it was time to sit down and review the athletic program to determine how well it served the students' needs. Through an extensive survey of both the Chalon and Doheeny campuses, the committee recommended that the college phase out the Athletic program.

The first recommendation was to phase out intercollegiate athletics during the 1994-95 academic school year. The reasoning behind the decision was that out of the Mount population of 1100, only 20 students were participating in the three athletic teams available. Reasoning behind the lack of participation from the students included a lack of practice facilities, non-flexible class schedules and the difficulty of securing the necessary number of athletes to

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Turkey Trot - Fitness Education Director, M.J. Smith, leads walkers in the warm-up stretches. (Photo Andrea Willer)



Fight Back - The Fitness Program has implemented many new classes, including self defense courses. (Photo attributed to Yearbook)



Horizon's Day 1995

Dorene Ludwig was the featured performer at this year's Horizon's Day. She portrayed more than 15 women pathbreakers. The committee, which organized this year's event, chose Ludwig after she had performed last year at the Mount in "The Crossing," a portrayal of six women who had come across the Plains. All of her portrayals were based upon actual women's diaries.

September's program was especially important to the college because this year marks the 70th anniversary of the college. In the past, Horizon's Day performers and speakers have included such women as Maya Angelou, Dr. Joyce Brothers, and Molly Ivens. According to Joy Jacobs, of the Public Relations Office and member of the Horizon's Day committee, "Horizon's Day was created to inspire the students and broaden their horizons."

Planning for the program began in August 1995, when the committee held its first meeting. Many departments and clubs helped with the preparation and actual implementation of the program, including Food service, the Physical Plant, Student Activities Office, the Associated Student Body, and Pi Theta Mu.

Sister Callista Roy Lecture Held for Students and Professionals in the Field of Nursing

As the prestige of the model increases so does Mount St. Mary's College's reputation

By Patricia Ibanez
Staff Writer

Since 1991, the Mount St. Mary's Nursing Department has been sponsoring the Sister Callista Roy Lecture annually. Sr. Callista Roy is a member of the St. Joseph of Carondelet Community who, while getting her Master's in Nursing at the University of California (UCLA) at Los Angeles, developed a teaching model based on practice and research theory in Nursing.

The Nursing Department at the Mount, immediately implemented Sr. Roy's model, after recognizing the enormous value that it would bring into the field of Nursing. The Roy Adaptation

Model provides a systematic way of assessing and intervening with patients to help the individual to maintain health and adapt to illness. As changes in the health system are constantly taking place, the Roy Adaptation Model is becoming indispensable for Registered Nurses and Nursing students as a leverage to help them adjust to these changes. The Sr. Callista Roy Lecture does not only honor Sr. Roy for her invention, but promotes the quality of the Nursing education at the Mount. In addition, Mount St. Mary's College has the international prestige of being the home of the Roy Adaptation Model. Today, this model is used in thirteen different countries including Japan, Sweden,

Thailand, Greece, England, and Australia as an integrated part of the Nursing curriculum.

The Sr. Callista Roy Lecture also offers an opportunity to students for networking. Second year student Anna Su met this year's speaker, Dr. Jackie Diemann, a Mount graduate, who talked about her experience as a nurse in everyday life. As Su reflected on the content of the lecture, she emphasized, "Nursing begins as soon as you are in the program and should continue for the rest of your life. Nurses should keep on expanding their knowledge and keep on researching on what is current."

A Note From the Desk of the Alumnae Office:

The Alumnae organized to have two Mount Graduates, Karen McKnight-Compton and Martha Gonzalez, give seminars in the sciences October 6, 1995

By Karen Miramontes
Contributing Writer

Two Mount St. Mary's graduates, Karen McKnight-Compton and Martha Gonzalez spoke about their areas of work as part of a Chemistry seminar course on the Chalon campus. According to the class instructor, Dr. Eleanor Siebert, Chair of the Physical Science and Math Department, the speakers' goal was to include women and minorities in environmental careers by encouraging students to pursue studies in those fields. By attending these two seminars, Mount students gained an understanding of the experience, hard work, and commitment required by these occupations of women in the working world.

On September 29, 1995, Karen McKnight-

Compton presented the Environmental Concerns/Careers seminar. McKnight-Compton graduated with a Bachelor's of Science in Chemistry in 1987 and was one of the first Mount students involved in the National Institute of Health Minority Biomedical Research Programs (MBRS). At the Mount, she was a pioneer in the cholesterol research program with Dr. Siebert. Upon graduation, she worked as a process engineer for Hughes Aircraft. McKnight-Compton has worked extensively as an environment consultant and currently is the Director of Business Outreach Programs at the Los Angeles Department of Water and Power. The outreach programs are designed to include women and minority owned businesses in con-

tracted work.

On October 6, 1995, Martha Gonzalez presented the Environmental Health Services/Epidemiology seminar. Gonzalez graduated with a Bachelor's of Science degree in 1989, double majoring in Chemistry and Biological Sciences. In 1994, she earned a Master's of Public Health from the University of California, Los Angeles, (UCLA) with a specialization in behavioral sciences and health education. At UCLA, Gonzalez coordinated public health conferences designed to attract underrepresented minorities to careers in public health. During her senior year at the Mount, she introduced first year honor students to the new Atomic Absorption Spectrometer, and was an MBRS researcher.

Two Smart Bodies Participants Succeed at Their Goal to Become Healthier

Contributed by the Fitness Center

Laura Lopez

Laura Lopez is a fourth year student who has taken advantage of the free Smart Bodies Fitness Assessments at the Fitness Center to help motivate herself to stick to a regular exercise routine. She went through her first assessment this August and upon reassessment in October, had the greatest improvements in cardiovascular efficiency and body composition. She has lost nine per cent body fat, gained ten pounds of lean weight and lost 12 pounds of fat. Lopez said, "My goal for this semester was to get in shape by getting ride of the fat and gaining muscle."

Dr. Jean Harrison

Dr. Jean Harrison, a faculty member in the Biological Sciences department, has been a Smart Bodies participant since October, 1994. Since that time, she has improved in three major areas of fitness - cardiovascular efficiency, strength and flexibility. Harrison attributed much of her improvement to "a specific exercise program that I can follow easily and that is limited to my needs and goals. The reassessments keep me motivated and my trainer is enthusiastic and encouraging." Additionally, she lost overall inches and has dropped her body fat by two per cent.

Smart Bodies promotes fitness and healthy lifestyles by sponsoring fitness and health related classes and events as well as offering fitness assessments and individualized fitness programs.

The Bumpy Road of Commuter Life

By Diane Huseby
Assistant Editor

Commuter students are a growing portion of the Mount's student body. These individuals fight daily traffic battles on the freeways of Los Angeles and then struggle to find time to study and to make a place on campus that is their own.

Laarni Lampa, a second year Nursing student said, "It is tiring dealing with traffic all the time. You have to leave home really, really early, and leave school late." This makes for long days and short nights and once home, there is often more work to be done. As Stephanie Nguyen, second year Nursing student stated, "When you get home, you're so tired that you want to take a nap, but that nap turns into morning."

While on campus, there is something missing for commuters: finding a place of their own. It is hard for commuters to participate in activities because it is too late or too far to drive back to school. "We miss out on being able to join a club

because they are too late at night," Melendre Biascan, second year Nursing student confirmed.

Parking on campus is also difficult, especially during the first few weeks of school. Dianne Drummond, a third year Liberal Studies / English major student revealed, "I had troubles parking this semester. I used to be able to pull up and get a space, now not always. When I asked about it, I was told enrollment was up, but no allowances were made for that increase. I sometimes had to park on the hill up to the Circle."

The experience of living on campus is a lost part of college for commuter students. Missing out on floor meetings, hall decorating contests, pizza parties and late night rap sessions enhances feelings of isolation for commuters. A commuter must make friends with other commuters or students in class. Instant friendships with roommates or next

door neighbors are not possible. Lampa, Nguyen, and Biascan became friends by being in the same classes.

However, for a commuter who has not been fortunate in making friends in class, the Mount can be a lonely place. Eating a meal in the dining hall can become quite an ordeal. As the commuter chooses a table where she or he will be alone, there is little else to do but notice all the other students finding seats with friends and hoping and praying that someone, anyone, will take a seat at the table. Before even choosing a table, a commuter must first decide what to eat. This can be even more difficult than finding a familiar face in the cafeteria. Commuters must purchase their meals with cash or meal cards. If the meal is not enjoyable, the commuters cannot simply go back for another item. If the meal is enjoyable, commuters cannot get a second helping without purchasing

that additional helping. Some commuters bring their own food from home and then fight for space to store it in the refrigerators on the first floor of the Humanities building.

Finding a place to study can be difficult for commuters as well. There are really only two spots for commuters: the campus center and the library. Due to distractions in the campus center, Drummond says, "I hardly study on campus, I just go home instead and then drive back up when it is time for my next class." The story is different with Lampa, Nguyen, and Biascan, who find space in the library or in the campus center where they can study or talk.

There are pros and cons to every decision. As a commuter, sometimes the cons of combating traffic, struggling against isolation and inconvenience seem to outweigh the pros. However, after a long day's battle, commuters get to sleep in their own beds at night.

The Residence Halls: A Look at the Multi-faceted Chalon Resident Life

By Varsana Staszak
Staff Writer

A major part of the college experience is living on campus. The students' perspectives combined with the personality of their floors and halls make each student's experience different. However, most residents would agree that there are certain advantages and disadvantages to residential living.

Advantages of Living on Campus at Chalon

Many residents enjoy being close to all the Mount facilities and the whole community. For some students, the only alternative to living on campus is a one or two hour commute. For example, Anna Iraci, a first year student, does not have to commute from Mesa in San Diego, by living in the residence halls. Sarah Conger, a first year student, had to commute an hour last year from her home to her high school. She felt this was a waste of time and decided to live on campus in college. Residents can utilize time that would be spent in traffic to study or rest. Venus Orden, a third year student, can "go to sleep when I want—right after class or in between classes." Many residents said that they can sleep in if they like and wake up five minutes before class and still be on time. Another convenience of community life is that fellow classmates are readily accessible. Sonali Perera, a third year student, is glad that she is not limited to only talking over the phone for help with her classes. "People are everywhere from my classes. We can help each other study," she



A Finely Decorated Room - Since resident students spend a large amount of time in their rooms, they try to make them as comfortable and expressive as possible. One complaint that residents have is that there never seems to be enough space in their rooms. (Photo By Moria Demby)

said. In fact, some residents said they can study as much as they want, whether with friends or by themselves. Conger said she is "more conscious of how much time you and other people spend on studying."

In addition to the academic advantages, there are social and personal advantages. Iraci likes "the feeling of family and community. You make a lot of friends quickly and you become outgoing because people are always there." Eileen Herrman, a first year student, also likes "the chance to make friends and be part of a sisterhood. There's no male domination." Jennifer Mante, a fourth year student, who now commutes, lived on campus her first and second years. She said it was "easier to meet people and adjust to college" since she was far from her home in Guam. It was a "good starting point" for her.

Nadya Assaf, a first year student, said it is nice to have a roommate and other residents as friends "to talk to, share experiences with, and support one another." She also thinks that it is good to be "on your own—you get a taste of what life will feel like in the future, but in a safe environment." Sarah Decke, a fourth year student, is a Program Assistant for the Residence Hall Association (RHA). Her job includes working at the Residence Desk and coordinating Stop Trans which helps students get off campus to shopping or the UCLA library. She has 15 hours of scheduled work per week, but usually works 20 hours. Though she does not get paid, she gets her large single room with

Residence Life continued on page 7

The Oracle Opinion Poll: "Who is Your Hero?" Mount Students Answer with Varied Responses



Nancy Huynh, first year student, chose her parents, Belinda Carlisle, Christopher Reeves, and Jesus Christ.

-Richard Golub, first year, My mom and Jimmy Page
-Angila Romiós, third year, My mother and Sojourner Truth
-Becky Shipley, first year, Emily Dickinson
-Sheree Andaya, second year, Lord Jesus Christ
-Nancy Carreon, third year, Annie Liebowitz
-June Carino, third year, Mother Teresa
-Maria Salazar, third year, Marcia Clark
-Analia Lazaro, third year, Frida Kahlo
-Teresa M. Gergen, fourth year, Martin Luther King, Jr., Joan Baez
-Ardis DeFreece, fourth year, Louisa May Alcott
-Olivia Ortiz, first year, Oprah Winfrey
-Jennifer Jardenil, second year, My mom, Rob Thies, Santa Claus, The

In a recent *Oracle* poll, we asked, "Who is your hero?" One hundred thirty-eight Mount students responded. Almost 40% of the respondents indicated a family member was their hero. Irene DeLeon, a fourth year student, saw her parents as her heroes; Karen Flommerfelt, a first year student, indicated that her sister was her hero; Julia Allsup, a graduate student, gave a popular response: mom. Other students' heroes are as follows:

-Anna Iraci, first year, Margaret Sanger, Jane Austen, Judy Davis, E.M. Forster
-Maria Flores, third year, Eleanor Roosevelt
-Lesley Franks, first year, myself
-Allan Santos, first year, Darth Vader



Olivia Rojo, Second year student, says she has no hero.

Easter Bunny

-Caroline Yang, second year, Alice Walker and My mom

-Maria V. Blanco, third year, My teachers

-Keisha Reed-McLean, third year, My mom and Maya Angelou

-Alex Ceja, fourth year, Cesar Chavez

-Erin Spencer, first year, Courtney Love,

-Karen Miramontes, second year, God

-Marie McAusland, second year, Mother Teresa

-Jenni Yacawyeh, fourth year, Moshiko Ha Levi

-Minjeong Kim, second year, God

-Yvette SanJuan, first year,

Yitzhak Rabin

-Christine Geluz, first year, Sheila Chung, Alumni From Ramona Convent

-Ruth Shaer, second year, My boyfriend and Mickey Mouse

-Sara Newman, second year, Jesus

-Kathy Phillips, fourth year, Nelson Mandela

-Maria Bordallo, third year, Bob Marley

-Pat Mathias, MPT, Wayne Gretzky

-Julia MacDonald, MPT, Pat Mathias

-Leondrita Flores, fourth year, the Mandelas

-Grant Marcom, MPT, Myself

-Marisela Hernandez, third year, Sandra Cisneros

Poll conducted by Varsana Staszak



Larissa Marquez, first year student, says I've decided not to have a hero, just to follow my instincts.

The Tumultuous Past of Mount St. Mary's College

By Alison Starich
Staff Writer

As most Mount St. Mary's students know, the 1995-96 school year marks a very special anniversary for the college. With the close of the first semester on the horizon, it seems appropriate to celebrate Mount St. Mary's College's 70th year of providing higher education for women. Yet this year is only one of many landmarks in the history of the Mount. There have been many occasions for celebration, as well as some failures, but as this 70th anniversary shows, the spirit of the Mount has triumphed.

The Mount was founded in 1925 at the request of Bishop John Cantwell, who identified a need for a women's college. He felt that the students of St. Mary's Academy, a local all girls high school on 23rd and Grand Streets run by the Sisters St. Joseph of Carondelet, needed a place to continue their education in an environment similar to that of the Academy. Thus, in 1925, a charter for a college was obtained. That fall, twenty-five women were admitted into the first class.

The college was first called St. Mary's College and was located on the Academy grounds. The building erected on the high school's campus was only for the college's classes. Most students were local residents, so housing was not provided. This building was quickly dubbed "the College building" by the students. For the first two years of the Mount's existence, only first year students were admitted. The College soon began to grow, and it became

evident that a campus separate from the Academy would be necessary. The Sisters purchased land in an undeveloped area, and ground breaking on Brady Hall began on June 16th, 1929. The day was cause for double celebration, for it also saw the first commencement of the college. Of the graduates, ten were charter students who had entered the College in 1925. Mount St. Mary's had completed its first rite of passage.

By April of 1931, Brady Hall was finished, and the college moved up the hill from the Academy. In the beginning, Brady Hall was the campus. It housed the classrooms, dormitories for both faculty and students, offices, the dining hall, the library, and even the chapel. The Circle, remodeled this summer, was actually about twenty-five to forty feet to the west. It was moved in 1936 to the present location. That was not the only change made to the appearance of the campus. By the mid-thirties, the college realized it would have to expand its facilities to accommodate its ever growing needs. A new chapel was completed in 1939, and christened Mary's Chapel. The following year, Rossiter Hall, originally built to house faculty, was dedicated. During World War II, most building ceased, not just at the Mount, but nation-wide. However, in 1945, the administration building was completed and dedicated as St. Joseph's Hall. The city council granted the building permit because the building would house science

labs, and thereby justifiable to the war effort. The Coe Library came in 1947, and was followed by the Humanities building, which was erected in 1964.

In 1958, the college came into possession of the land for its second campus. That year, Mrs. Estell Doheny, a gracious patron of the College and the Catholic church, passed away, and willed her property to the Arch Diocese. The Church decided the land would serve well as a school. After some consideration, the area was granted to the Mount under the condition that the property would be used for educational purposes for as long as the college had possession of it. In 1962, the Mount started its Associate of Arts program at the new Doheny campus.

Despite all the growth, the Mount has experienced its share of trials in the 70 years of existence. Trying to establish a school is hard work, as the founding Sisters learned. "Mother Margaret Brady had twenty-five dollars in her pocket when she came up here, and not much else," said Sister Germaine, the Mount's archivist. The nuns were poor, and neighbors often brought up dinner for them to help out. The Sisters at St. Mary's Academy also helped as often as possible, but the first few years were lean.

In November of 1961, tragedy struck the Mount. A spark from a bulldozer in some nearby residential construction started a brush

fire. The fire raced up both sides of the valley and rushed the campus. Students and faculty were evacuated, and fire fighters made camp at the college. Despite their efforts, the fire gutted Rossiter Hall and completely consumed the art building, destroying a newly arrived art collection that was suppose to go on display, as well as several grand pianos used by the music department.

The college did recover. It was discovered that the wall the Rossiter Hall could still stand, and so in 1963 it was rebuilt and expanded. With the art building a complete loss, the music and art departments moved into the fifth floor of the newly erected Humanities building. In the early 1970s, Drudis-Biada Hall was built on the site of the old art building, and the art department moved into the structure in 1974. The music department, however, remained in the Humanities building.

Mount St. Mary's College has spent the last seventy years dedicated to providing education for women of all ages, races and religions. The path to this latest milestone has not been smooth, but certainly will worth the effort. It is now the responsibility of the students of the 1995-96 school year to carry on the traditions of the Mount. As the college celebrates this 70th anniversary, we must also look back at those who trail-blazed the ascent up the Mount, and thank them for the chances they have given us. Let us celebrate by continuing to climb.

The Student Newspaper Gets a New Name

As you may have noticed, *The New View* has changed its name to *The Oracle*. The 1995-96 staff made a collective vote to change the name of the newspaper, for various reasons. We chose *The Oracle* to be more inclusive of the Doheny and Chalon campuses. *The New View* seemed to reflect the location of the Chalon campus overlooking Los Angeles and did not address the Doheny campus. *The Oracle* staff searched to identify a name that included the entire college, not just one campus.

Mount archivist, Sister Germaine McNeil, helped us by tracing the history of the newspaper. Volume one, number one of *The View* was published on April 3, 1945. At that point, there was no Doheny campus. *The View* was published

regularly until 1970, after which no issues were produced for a period of five years. In 1975 *The View* reappeared and continued until 1992. There was another short gap in publication and then, *The New View* was not appropriate since it did not truly apply to both campuses. We searched for a name that reflected something that Doheny and Chalon share - we selected the mascot Athena. The oracle was the voice of ancient Greece, where the goddess Athena represented wisdom. Thus, we felt *The Oracle* of Mount St. Mary's College suggested a forum for all members of the Mount com-

Students interested in working on the newspaper came together this fall and determined that *The New View* was not appropriate since it did not truly apply to both campuses. We searched for a name that reflected something that Doheny and Chalon share - we selected the mascot Athena. The oracle was the voice of ancient Greece, where the goddess Athena represented wisdom. Thus, we felt *The Oracle* of Mount St. Mary's College suggested a forum for all members of the Mount com-

munity to express their thoughts and to have their voices heard. Now, it is up to the college community to get involved in *The Oracle*. We welcome letters to the Editor and strongly encourage students from both campuses to participate in the publication of the paper. We need reporters and staff writers, contributing writers as well as students to work on layout design. We hope that *The Oracle* can have a long period of publication, but this cannot happen without more student involvement.

To the Doheny student body we would like to acknowledge that this issue is "Chalon-centric," in order to rectify this we would like to encourage your participation.

Editorial

Gender and Language, How We Use It: an Important Issue for a Women's College

By Marla Ferguson
Editor in Chief

Being at a women's college for the first time has made me look differently at the way we use our language, especially in the college setting. Language, from the very simple to the complex, is one of the moving forces in our lives. We think through language.

So, I am a little concerned that we, at the college, still use the term "Freshmen" to describe ourselves and one another, and

that we still receive a "Bachelor's Degree". As a women's college (actually, a college primarily for women) we should be aware that this type of biased language is everywhere in our lives. And we should try to change it. We should be first year students, second year students, and so on, and we should be receiving our Undergraduate Degrees. This may sound ridiculous, like I am picking at the

smallest details, but when you get down to it our most important ideas are expressed through language and when we use terms that are gender specific we exclude half of the population, the half we happen to be part of, the half that this college is predominantly made up of.

In our everyday lives, if we are conscious to not use biased language, we can eventually effect change in

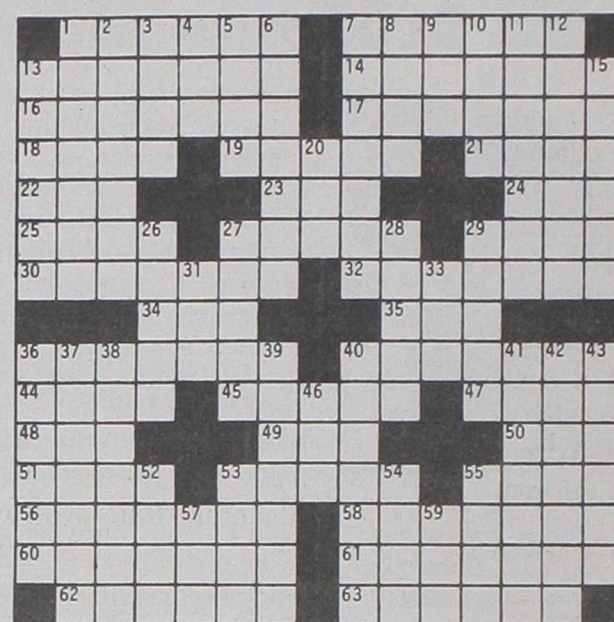
the way that we and others think about women. What happens when we choose to use words that are male oriented or female oriented is that we begin to place lesser or more value on the position simply because of its gender. On page 5 we chose to use the term "hero" exclusively because "heroine" denotes female and in our society female is lesser, she is other. It would be one more step in erasing the secondary status placed on women if we would use non-gendered language. If we change the language we can change the thinking. As women and men, we should be concerned.

Through the course of putting the newspaper together I was conscious to use non-gendered language. And it will continue to be a priority in the way I speak, write, and edit. Using non-gendered language is easy

and habit forming - it just takes spending a little time to check yourself and asking yourself why you use the words you do. At a women's college this should be a priority, it can be an empowering tool to be included in the language we speak. By excluding ourselves from the language we are silencing ourselves. Silence is overrated.

The Oracle would like to hear from you! If you have a concern or complaint about any issue or events, on or off campus, please send Letters to the Editor. Letters to the Editor can be mailed to the Chalon campus c/o **The Oracle**, Box 52.

collegiate crossword



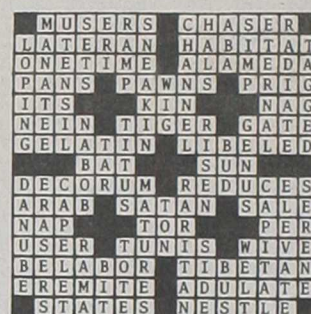
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ACROSS

- 1 Meditators
7 Drink taken after a drink
13 Church in Rome
14 Natural environment
16 Former
17 City in California
18 Gives a bad review
19 Chess pieces
21 Overly proper person
22 Part of TGIF
23 Kith and —
24 Horse
25 Nuremberg no
27 Detroit athlete
29 Ticket sales for an event
30 Dessert item
32 Defamed
34 Louisville slugger
35 — Yat-sen
36 Propriety of behavior
40 Loses weight
44 Man from Mecca
45 The devil
47 Store sign
48 Nod off
49 American league team (abbr.)
50 Part of MPH
51 Patron
53 African capital
55 Take a bride
56 Persist at, as a point
58 From Lhasa
60 Religious recluse
61 Flatter
62 Conditions
63 Cuddle

DOWN

- 1 Sea mammal
2 Kitchen device
3 Tennis match parts
4 Gad's son
5 Highway part
6 Enter furtively (2 wds.)
7 Station
8 Dutch painter
9 Former pro league
10 Nitwit
11 Rome, The — City
12 Show Joy
13 Moving like a horse
15 Having a label
20 Toupee
26 Important person
27 — Andronicus
28 Ascended
29 "Trivial Pursuit" edition
31 Feather's partner
33 Lou's partner
36 Vienna's river
37 Schoolroom need
38 Short, sleeveless garment
39 Becomes due, as a note
40 Rutgers' river
41 Balance sheet section
42 Lift up
43 Peaceful
46 Metric —
52 Hindu deity
53 — board
54 — order
55 Whip mark
57 — part
59 Ralph Kramden's vehicle



The Oracle of Mount St. Mary's College

The opinions expressed in signed columns and letters are not necessarily the views of the staff or Mount St. Mary's College. Unsigned columns do reflect the shared views of *The Oracle* staff. All correspondence to *The Oracle* should be addressed to: *The Oracle*, P. O. Box 52, 12001 Chalon Road, Los Angeles, CA 90049.

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Photo Editor	Moria Demby		Varsana Staszak
	Advisor	Emily Langdon	

Getty continued from page 1

members have been kept informed and even involved in some of the decision making. The administration has seemed genuinely interested in the ideas of the staff and encouraged our input.

The new Getty is a highly anticipated addition to the cultural riches of the city of Los Angeles. I hope you enjoyed your tour of the new site. Watch your step as you exit the tram.

Library continued from page 1

looks because it puts more emphasis on all the other new features as well." Other additions include the art exhibitions at the entrance and the ceramics displays which not only enhance the environment of the library, but also give the students a chance to participate and get recognized as the displays are rotated.

All these cosmetic acquisitions complement the valuable resources and materials the library now has. These new features consist of implementation of the data base, Nursing Index, internet access, UCLA and USC access to the computerized catalogue, and E-mail. The Instructional Media Center (IMC) has also expanded their facilities with six computers, equipped with Microsoft Windows '95, and cubicles to make use of space more efficiently. The new library has also acquired a magnetized security detector system. Exposing students to these facilities does not only augment their access to valuable information, but students are tremendously increasing their knowledge in technology. According to Reed, these improvements were extremely necessary. "This is what the world has become and you cannot exist without it." All this technology has not been introduced without some bugs. One minor complication was the temperature control. The library was so cold that student Ximena Vargas named it "The Antarctic Library." Another problem that has arisen is noise on the main floor. The library staff needs for students to understand that this is part of the process for students to get information. They remind students

that there are several study rooms available in which to work undisturbed. Some students also feel that the number of computers is still not enough, "It is nice to have new computers programmed with Windows in the IMC, but it would be nice to have more, considering how many students there are trying to use Windows," said student Sonia Gutierrez. Another perennial concern of many students is the expansion of the IMC hours which many students feel are too limited. The library staff is working hard in resolving these problems though.

Overall, the library renovation has proven to be a project worth the time and sacrifice of students, faculty and staff. Students are very happy with the results. "It is a nice environment, it looks prettier, and it is moving up in technology," said student worker Barbara Schultz, but it is not just the improvements in technology that pleases students. They also appreciate the library's efforts to meet students' needs by making the library a more comfortable place to study, "I like the couches because I am the kind of person that cannot study in a chair," said student Gloria Ramos. "The cubicles in the IMC give you more privacy, the lighting has also improved a lot and the bathroom on the first floor is not hidden anymore," added student Lorena Ramos. The library staff is also very happy with the increase in usage. The number of library visitors has doubled. "There is an average of 500 people a day which is twice as much as last year's," said Circulation Coordinator Nimo Tirimanne. "People are using the tools available, and students are less hesitant in asking questions," added Reed. The library is still in the process of getting organized; it is scheduled to be fully restored by next summer. The success of the library renovation project is attributed to the entire Mount Community. Yet, students have the most to benefit from the renovated Coe Library because the incorporation of these new materials and artifacts have been designed especially for students to increase their technical skills and contribute to the fulfill-

ment of their education. "The new facilities are for students to come and have fun...it is for them!" concluded Tirimanne.

Athletics continued from page 2

ities, non-flexible class schedules and the difficulty of securing the necessary number of athletes to compete in matches.

The second recommendation of the committee was to redirect the funds previously allocated to intercollegiate athletics to a comprehensive program that would benefit all students, not just those athletically gifted. Through the survey, the committee determined that students were interested in fitness and wellness programs that were not offered through athletic teams.

The third recommendation was to reconsider an intercollegiate program if and when an on-campus facility is constructed. With the college not providing a gymnasium, or playing fields, students as well as staff and faculty find it hard to be spectators. Students that do not have their own cars find it hard to get off campus sites to practice or home events at sites that are not at "home."

The recommendations from the Athletic Advisory Committee were forwarded to Sister Karen Kennelly, the President of the college. Sr. Karen reviewed and approved the recommendations stated. Like the committee members, she felt that there could be an outstanding fitness and wellness program at Mount St. Mary's College that had a natural focus on women's health.

What does this mean for Mount students? The money that had previously gone to the intercollegiate program is now being redirected into other programs. The Fitness Education Department is implementing new aspects into their Smart Bodies Program. This year marks a new beginning for the department. The new Director of Fitness Education is Mary Jane Smith, who previously coached the volleyball team. The position of Assistant Director was created to teach many of the physical educa-

tion classes and Andrea Willer is giving the students a "workout." Willer says, "I was interested in coming to the Mount to help develop a complete wellness lifestyle program as opposed to a traditional P.E. program."

The students have responded favorably to the focus on wellness and away from competitive sports. The department sponsored the second annual Climb the Mount challenge this fall semester. Participants who log fifty hours of workout time reach the "Top of the Mount" and receive a Smart Bodies duffel bag. The Turkey Trot on the Monday following Thanksgiving attracted 25 students and staff who wanted to work off the mashed potatoes, stuffing and pumpkin pie. The Twelve Days of Fitness is a Smart Bodies program designed to promote more than physical fitness but also personal, mental, social and fiscal fitness. The twenty four participants will receive t-shirts and all are welcome to join in the Jingle Bell Fun Walk/Run on Tuesday, December 12 at 4PM to wrap up the Twelve Days of Fitness.

Residence Life continued from page 4

shared kitchen for free. She has learned how to work with other people, delegate tasks, manage her time, and prepare for and handle emergencies by living on campus. Therefore, she knows herself better.

The Down Side of Residence Halls

The disadvantages of residential living fall into the categories of roommate relationships, room space, noise, and mobility. Residents have said that dealing with a roommate can be difficult. One anonymous student said that her suitemates usually take up most of the bathroom space and time. She gave this advice, "You have to be aware of your roommate's habits and vice versa. You have to be brutally honest. If you have a problem, fix it." Nancy Huynh, a first year student, said that she gets along with her roommate, but sometimes she wants her privacy. Orden now has a single room, but previously she had had a bad experience with a roommate, "I'm afraid

to room with someone I don't know and someone I do know—the friendship can be strained." Herrman likes the privacy of a single room, but there is not enough space for all her belongings so she is considering a double room. Other Carondelet residents have complained about space and that the desks and dressers do not move. Both Decke and Laura Lopez, who are members of the residence life staff, agreed that noise is the worst problem. Another anonymous student said that people come in at all hours of the night with their friends. "At two o'clock in the morning, it's upsetting." The residents who can not get off campus on the weekends find themselves bored because there are not any activities on campus. Kristen Young, a fourth year student and Resident Assistant, admitted that the campus is secluded, yet some students catch up on doing laundry, sleeping, exercising, and basically taking time for themselves after a busy week. Huynh commented that she goes home to Long Beach every weekend or else "I'd die here."

Country Living or Architectural Design?

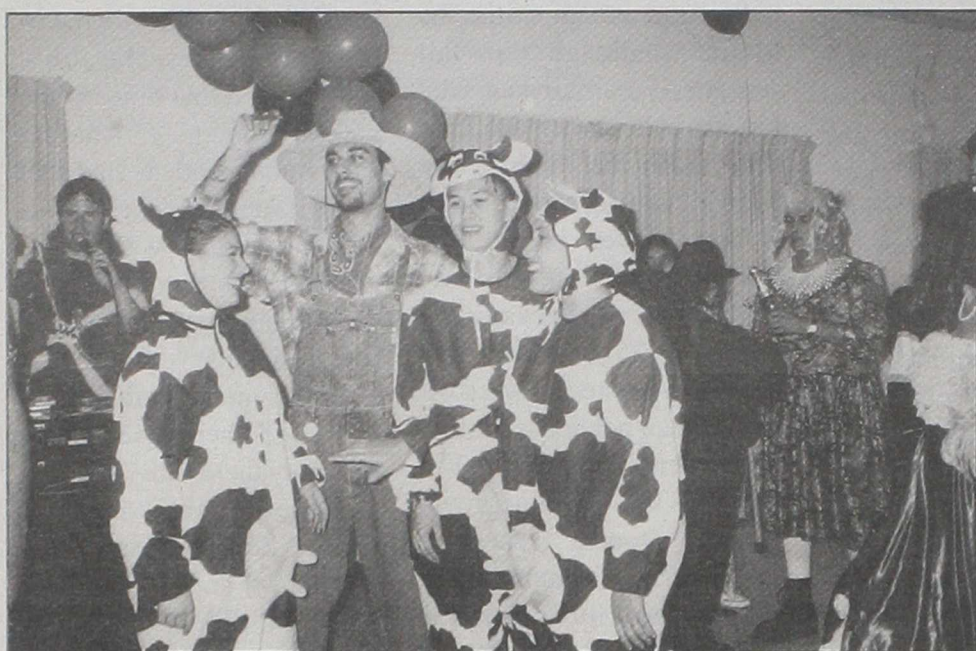
Residents have countless ways for decorating their rooms. Lesley Franks, a first year student, has penants on her wall from places like Disneyland, Disneyworld, San Diego Zoo and Wild Animal Park, and most recently from Catalina Island. Assaf has a poster of a mountain lion on her wall. Conger and her roommate, Becky Shipley, won "Best Decorated Room" from the Residence Hall Association contest. Conger's side of the room is based on a floral and ivy design, with purple silk flowers, a white wicker chair, and a Monet poster. Shipley's side is more eclectic, with ethnic draperies, a gothic-like painting of Mary and Jesus, and a poster of "La Belle dame Sans Merci."

Overall, residents are enthusiastic about living on campus. They view it as a good transition to full adulthood. On the way, they can experience close friendships they might not have been able to build anywhere else.

Mount St. Mary's College Fall 1995 Semester in Review

Fright Night dance features costume contest

The Chalon Associated Student Body sponsored the Halloween Fright Night on October 27, 1995 in the Campus Center. Social co-chairs Kristine Becker and Charlotte Ruiz organized the event, complete with prizes for the scariest, funniest and most original costumes. Farmer Raffi Soussani and his herd (from left, Liz Shaheen, Vu Huyn and Claudia Tenorio) took a prize for "funniest costume" back to the farm. The DJ, who offered a variety of music, served as master of ceremonies for the costume contest — winners were determined by audience applause.



Christmas Choral Concert

A Mount tradition continued on Saturday, December 2, 1995 when the Music Department sponsored the Christmas Choral Concert in the Carondelet Center Chapel. Dominic MacAller directed the Mount Chorus, Steve Grundy directed the Dohney Chorus and Karl Snider directed the Mount Singers in a variety of Christmas songs. The Dohney Bell Chours performed "The Holly and the Ivy." Finally, the audience participated in the performance by joining with the three singing groups on three traditional Christmas carols. Sister Teresita Espinoza, Chair of the Music department, described the concert as, "a yearly celebration of the Christmas season at the college held by the efforts of the students and the beautiful compositions." A reception was held following the performance in the Campus Center. Many community members and Mount alumni were on hand. Paul Gibson, Class of 1974, knows Mount Chorus conductor MacAller. "It was fun to see him conducting, our paths coming together again - he conducted at my wedding three years ago at Mary's Chapel."



Dohney Bell Choir



Israeli Dance



Dohney Haunted House provides safe and happy Halloween

The Dohney campus sponsored an evening of Halloween trick-or-treating this October 31st. The Dohney Campus Ministry office coordinates the collection of candy to distribute to children from the local neighborhoods. The various buildings of the Dohney campus were decorated with balloons and streamers. The students and staff who volunteered also provided games for the children to play. Sisters and students waited on the porches for the princesses, ghosts, and Mighty Morphin Power Rangers to arrive. When asked how many guests participated in the Dohney Haunted campus, Sister Angela replied, "More than ever before!" The Associated Student Bodies of Dohney and Chalon contributed by decorating campus. Venus Orden, Marylou Dulay and Mellanie Villaflores pose with some trick or treaters.



Class of 1999 treats Chalon campus to International Cuisine

Through the Introduction to College Studies course (SPR 85), the Class of 1999 planned the annual International Faire which took place on November 20 in the Circle. Different course sections representing Australia, Greece, Italy, Kenya, Samoa and Thailand offered a glimpse and a taste of those cultures. Mount students, faculty and staff were invited to visit two booths for lunch and enjoy the entertainment provided by student performers Gloria Ramos and Uyen Tran. Also, members of Asian Pacific Affiliation offered a sneak preview of a Hawaiian dance prepared for Asian Culture Night and the country line dancing class strutted their stuff. The ASB Cultural co-chairs helped to organize the student entertainment and to recruit volunteers to be pen pals to Japanese students learning English. Pictured above is Alex Sosa's class representing Australia. Students served beef stew and cheese biscuits with a lemon tea cookie for dessert, reflecting the English influence on Australia.

Asian Culture Night

The second annual Asian Culture Night, sponsored by the Asian Pacific Affiliation (APA) involved students of all cultures coming together to celebrate Asian cultures through traditional dances. Pamela Monzon directed the show, which ran Friday and Saturday, December 1 and 2, 1995 in the Little Theater. The theme of the performance was Fantasy Island, complete with Tattoo, played by Alice Patricio. The goal of Asian Culture Night is to celebrate Asian cultures and to increase awareness of the many diverse cultures which are considered "Asian." APA President Edith Lesaca said of the event, "I just hope we made a difference."

The Oracle

of Mount St. Mary's College

February 1996

Volume 1 Number 2

AACW Brings Black History Month to the Mount with a Variety of Events

By Shelley Schubert
Staff Writer

In celebration of Black History Month, the African American Council of Women (AACW) kicked off the February events with an African Marketplace. Originally the event was to be held in the Circle, but rainy weather moved the event to the Campus Center. Kimako Madyun, President of the AACW explained that this was the first time that the marketplace theme had ever been exhibited at the Mount. Members of AACW provided authentic Caribbean food which consisted of Jerk Chicken, spicy beef, rice and peas, salad and drinks. A group of musicians from California State University at Northridge played a mix of reggae and jazz. There were vendors selling a variety of items including silver jewelry, hand-made beaded necklaces, and large hand-crafted Egyptian scarab beads hung on leather. A large display of African

American literature was available from several vendors. One vendor offered traditional clothing made by Soulful Stitches. The designer's use of fabric and

made to American history.

Another February event focused on contributions of African American alumnae. The second African-American

and learned about the career experiences of alumnae in a variety of fields. Leslie Cunningham, Class of 1990, holds the position of Staffing Consultant with Labor World; Peggy Moore, also Class of 1990, is an elementary school teacher; Cathy Bonner, Class of 1983, is the Regional Assistant Manager of Real Estate for the Office of Housing and Urban Development; and Evonka Farabee, Class of 1989, is a systems analyst for Xerox.

One dinner topic focused on the experiences of the alumnae in job hunting after completing college. The alumnae offered many helpful pointers, including the benefit that they each received from taking leadership classes at the Mount. They credited these leadership classes with helping to develop their personal strengths. Another interesting dinner topic was the importance of experiencing a culturally diverse environment

AACW continued on page 6



AAAN Career Dinner Panel - Students and alumnae came together to discuss issues of importance to African American women entering the work force. Included in this photo (left to right): Margaret Horst, Cathy Bonner, Jenelle Benoit, and Rhonda Marine. (Photo by Moria Demby)

color captured the seamstress' ethnic background. Many items at the marketplace, including the display by Power Lines Plus, focused on the great contributions African Americans have

Alumnae Network (AAAN) Career Dinner Panel was held on February 13, 1996 in Hannon Parlor on the Chalon campus. Several members of the AACW student organization attended

Couto Attempting Changes in Food Services

By Varsana Staszak
Staff Writer

Lori Couto, the Acting Director of Food Services, arrived at the Mount in late November of 1995. She is working in Ata Shafiyoon's place due to his illness. He was anticipated to return in January 1996, however it now seems Couto will be here for the rest of the semester. She realizes the need to upgrade the Food Services program, however she does not want to make a lot of changes initially, since she is the Acting Director. Presently, her

main goal is to gather information from students, faculty and staff to create short-term and long-term plans for the food services program.

Couto prefers the "hands-on" approach. A typical day consists of meetings with faculty and staff, and food vendors. She is currently testing a whole range of items, for example "Crazy Cow" milk drinks. She also spends her time reviewing the budget and operations, moving between the Chalon and

Doheny campuses, troubleshooting employee or equipment-related issues, and talking with students (**See related story on page 6**).

Among Food Service's nutritional goals, she wants more fresh fruits and vegetables and less canned goods. This involves monitoring the holding times of various foods, so they are consistently fresh. She also purchased a cookbook of nutritious recipes, which Chef Hamilton is now reviewing.

Couto is concerned about the current pricing structure charged to students. According to Bill Everhart, the Chief Financial Officer, the price of the meal plan has never been separated from the total cost of room and board. He was not able to cite the exact cost to students for a meal plan. He admitted his embarrassment at this fact, however he stated that this is what he and Food Services will be working on. But Dan Weiss,

Couto continued on page 6

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Horrors of Veal

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The British are Coming!! The British are Coming!!**Shakespearean Actors on Campus in March**

By Varsana Staszak
Staff Writer

Five professional Shakespearean actors from England will be on campus during the week of March 25-30, 1996. The five actors, Gareth Armstrong, Sarah Berger, Sam Dale, Joanna Foster, and Phillip Joseph, are members of A.C.T.E.R. (A Center for Theatre, Education, and Research). Patrick Stewart is among A.C.T.E.R.'s alumni. Members of A.C.T.E.R. were last at the Mount during the 1988-1989 school year. During this present tour, they plan on visiting the University of Notre Dame, New Mexico State, the Shakespeare Guild, Clemson University,

Folger Institute, and Santa Monica College. Each actor has had lengthy experience in both Shakespearean and non-Shakespearean theater productions, as well as work in radio and television.

Sandra Bunce, a Mount Sociology professor and the A.C.T.E.R. coordinator, is emphasizing student involvement. The week before the A.C.T.E.R. visit, students can go on a scavenger hunt for a murder weapon. They can make their own Elizabethan hats and garlands, which will be organized by the Art Department. Students can also sign up to be guides, or valets, for the actors. They

would be the actors' connection between the Mount and Los Angeles: providing maps, giving directions on campus, and running various errands.

The actors will be very busy during the week of March 25th. During Siena Day, held on Wednesday, March 27th, the group will stage an interactive performance at 1:00 p.m. at Doheny. On Thursday, March 28th, and Saturday, March 30th, they will perform *Macbeth* at 7:30 in the Little Theater. Throughout the week, individual actors will be conducting workshops on topics ranging from acting to poetry. On Friday, March 29th at the Doheny Mansion, Joanna

Foster will present "From the Snow to the Sun: The Poetry of Anna Akhmatova and Gracie Nichols," a Russian and a British poet, respectively. Also on Friday, Gareth Armstrong will present "Hand in Hand to Hell—An Actor's Perspective on *Richard III* and *Macbeth*," at 7:30 at Chalon's Drudis Biada Art Gallery. On Saturday, March 30th, Sam Dale will present "Voices of Ireland (A personal anthology of Irish verse)" at noon on the Brady Patio, also at the Chalon campus.

In addition to these workshops, teachers have been signing up for the actors to visit their classes. In Bunce's "Social Stratification"

class, the topic will be the notion of social class as portrayed in the dramatic arts. Sister Nancy Bowden has requested an enactment of a scene from a Dickens' novel, probably *Oliver Twist*, for her "Realism in Literature" class. The "Sociology of Religion" class will sponsor a classroom workshop on the presentation of the supernatural in Elizabethan times through drama. Workshops will consist of a combination of discussion and dramatic performance. Bunce also added, "The success of the program will be judged on the amount of student involvement. I hope for a lot of fun, surprises, and learning."

March: Women's History Month Calendar of Events

- March 2 • Athenian Day
- March 3 • L.A. Marathon
- March 4 • SIFE: Women in Business
- March 5 • Alumnae Career Dinner Panel
 - "Barbie Gets a Grip & a Makeover"
- March 6 • Remembering International Women's Day
- March 7 • Latina Culture Day: Dolores Huerta
- March 8 • International Women's Day
- March 9 • Prayer & Spirituality; Denise

Carmody

- March 10-17 • SPRING BREAK
- March 18 • "Women's History: A Global Perspective from Past to Future"
 - Dr. Barbara Pillsbury
- March 19 • St. Joseph's Day, Theme: Nonviolence
- March 20 • "Jobs that Serve" Career Fair
- March 21 • Women's History Fair
- March 22 • Hidden History: Domestic Abuse
- March 23 • MSMC Leadership Conference
- March 24 • Movie Night: "The Piano"

- March 25 • London Stage Actors: Week in Residency
- March 26 • Women in Shakespeare's Time
 - Election Day!!!!
- March 27 • Siena Day: Renaissance Fair
- March 28 • Women in Shakespeare's Time
 - Macbeth Performance
- March 30 • ASB Family Day
 - Macbeth Performance
- March 31 • Celebrating Mother Earth thru Indigenous Sounds and Artistic Expression

Farm Workers' Activist Coming to the Mount

Dolores Huerta, the Co-founder and First-Vice President of the United Farm Workers of America, AFL-CIO, will be on the Mount campus March 7, 1996 to participate in Women's History Month.

Huerta met Cesar Chavez in 1962 and founded the National Farm Workers Association (NFWA). By 1965, their organization had 1200 member families, mostly Latino. In that same year the NFWA joined a walkout against San Joaquin central valley grape growers by a Filipino organization, the Agricultural

Workers Organizing Committee (AWOC). The Delano Grape Strike, which it became known as, lasted for five years. In 1966, the two organizations merged to become the United Farm Workers Organizing Committee, and in 1972 received its charter from the AFL-CIO. Huerta has also been instrumental in field strikes; UFW boycotts; farm workers campaigns for political candidates; removal of citizenship requirements for public assistance; disability and unemployment insurance for farmworkers; the enactment of Aid for Dependent

Children; and immigration act of 1985.

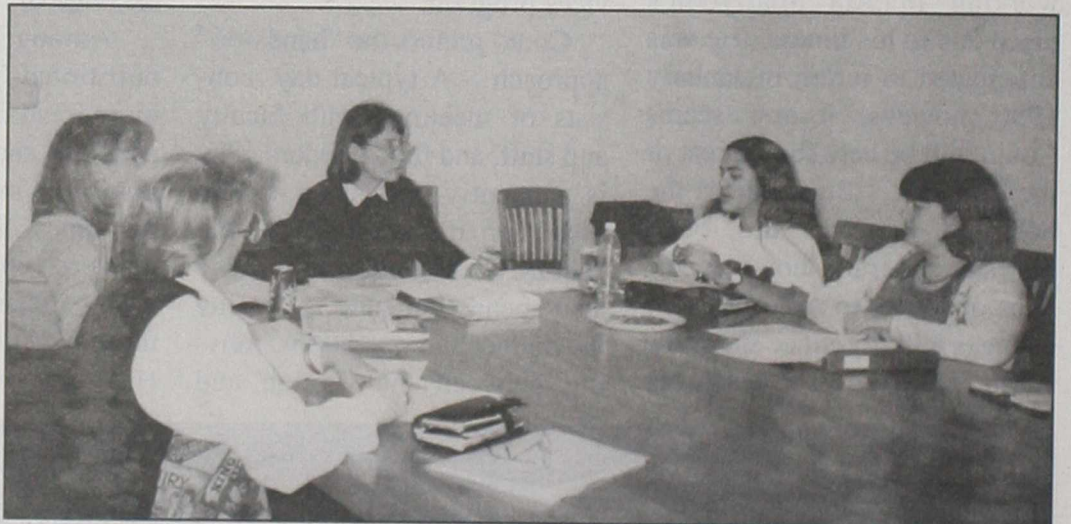
Cesar Chavez once said of Dolores Huerta: "Dolores is totally fearless, both mentally

and physically." Huerta is the mother of 11 children who are all activists.

Dolores Huerta will be speaking March 7, 1996 in Chalon's Little

Theater at 7:30 p.m.

-Biographical information was supplied by the UFW and Latinas Unidas



Women's History Month in the Planning - Left to Right: Dr. Pam Haldeman, Emily Langdon, Dr. Anne Eggebroten, Maria Mahecha, and Marla Ferguson at a Women's Advisory Studies Committee meeting. (Photo by Moria Demby)

One of our own

Dr. John Geranios Runs for Office

By Mary Villagonzalo
Staff Writer

Dr. John Geranios, Chair of the Business Department, is in the running for the state assembly. He is a candidate for the Burbank/Glendale district and is hoping to represent the Republican Party.

Aside from being a Mount

(SIFE). Catherine Bejerana, a third year student, comments, "Dr. Geranios is very supportive of all of his students' endeavors, even outside the school environment, especially when they involve possible business ventures." His Burbank based company, Educational Assistance has been operating since 1979.

Although he is passing out pamphlets and heading out on the campaign trail, the Mount student body has not yet responded as he hoped they would. According to Chan Vong, a fourth year Business Administration major, "Dr. Geranios needs more volunteers from the Mount community to help him win the election." Student supporters are also aware that campaigning is hard work and as a result Geranios is

California Dream. His platform stands are:

Zero Tolerance For Crime

- Enforce death penalty and California's "3 Strikes" Law
- Enact a "truth in sentencing" law to make sure convicted criminals serve their entire prison sentences
- Eliminate parole and probation for convicted child molesters, sexual predators and violent offenders

Excellence in Education

- Stress reading, writing, math, science and computer literacy
- Redirect decision-making power from the state education bureaucracy to local parents, teachers and community leaders
- Reward good teachers and schools, and encourage greater participation by parents in the education of their children

No Benefits for Illegal Aliens

- Support Proposition 187
- Strengthen border security
- Demand that the federal government reimburse California for the cost of



Dr. John Geranios (Photo by Moria Demby)

dealing with illegal immigration until federal immigration laws are reformed

Geranios believes these goals would put California back on track. As an answer to how he is involved in his district, Jim Ross, his campaign manager notes, "John Geranios lives in the [Burbank] community and his parents live in the community."

Note: Dr. John Geranios was not available for comment. He missed his scheduled interview, due to illness, and failed to reschedule after numerous attempts.

In a recent Oracle poll, we surveyed Mount students from both the Doheny and Chalon campus about their political party affiliation.

202 Total		
159	Registered	79%
43	Not Registered	21%
Most Important Issue		
78	Healthcare	39%
49	Education	24%
25	Welfare	12%
23	Economy	11%
18	Abortion	9%
11	Crime	5%
8	Immigration	4%
26	Other	13%

Includes: Affirmative Action, Poverty, Moral Values, Job Opportunities, Social Justice.

faculty member and an entrepreneur, Geranios serves as advisor to the American Advertising Federation (AAF) and to Students In Free Enterprise

on campus much less than in the past.

As stated in his pamphlets, Geranios is focusing on solving problems and re-building the

Where They Belong: African American Women Take Their Place in "Herstory"

By Alison Starich
Contributing Writer

Fifty Mount students were polled to discover which African American women in history first came to mind. Thirty-two percent of those surveyed named Rosa Parks, while another 32% cited Harriet Tubman. Eighteen per cent answered the question with Maya Angelou. Twelve percent could not name anyone at all. This presented a disturbing phenomena.

Women of all races have been relegated to the back stage of history, despite some truly remarkable contributions to society. Very few history books present the names of the first female physician or lawyer, or even the names of influential female scientists, such as Marie Curie, whose works have greatly improved humanity. This article can only present a few of the many accomplished African American women. The complete and historically honest list is long and distinguished.

One such example is Violette N. Anderson. Born in London in 1882, she immigrated to the America in her youth. She graduated from the University of Chicago Law School in 1920 and became the first African American woman to practice law in the state of Illinois. In 1926, she became the first African American woman to try a case in front of the Supreme Court of the United States.

Gwendolyn Brooks, born in 1917, she began to write fiction and poetry at an early age. Her first book of poetry, *A Street in Bronzeville*, earned her high acclaim. In 1950, her second book of poetry, *Annie Allen*, won her a Pulitzer Prize in poetry, making her the first African American to win the prize. In 1968, she was named

Poet Laureate of Illinois.

Susie Baker King Taylor began life in 1848 as a plantation slave. Her lineage was discovered to go back to the first slaves brought into Georgia. Freed by Northern forces during the Civil War, she was pressed into service by the Union Army. She served as a teacher, a laundress, and at one point, as a nurse under Clara Barton. After the war Taylor continued to teach. She is the only African American woman to write of her experiences working for the Union forces during the Civil War. She died in 1912 at the age of 60.

Charlotte Spears Bass became a reporter in her early 20's for *The Providence Watchman*. But after several years, Bass's health failed and her doctor ordered her to California to rest. Soon after arriving, she became a writer at a local paper and married. Bass became interested in politics, but did not get involved until the death of her husband. In 1952, under the Progressive Party, Bass ran for Vice-President of the United States, becoming the first African American woman to ever do so. Although she did not win, she continued her interests in politics until her death in 1969.

All these women led incredible and diverse lives. All of them, like many others, made tremendous contributions to our society. The history of their lives is uncommon knowledge, yet there are plenty of fascinating and significant African American women in history. In the future, perhaps all the women who have greatly contributed to this country will be discussed not only in women's history journals, but also in history textbooks, where they belong.

Simplicity and Service Guide Sisters' Daily Lives

By Diane Huseby
Assistant Editor

How many of you have wondered about the life of a Nun or maybe that of a Sister? Did you know there is a difference? Even though this a Catholic college, we might not know the answer to this question. So, we thought we might ask a few of our own Sisters here at the Mount, Sister Nancy Bowden, History professor; Sister Mary McKay, Religious Studies professor; and Sister Mary Williams, English Department Chair, to satisfy our curiosity.

All of the Sisters on campus are part of the local community of the Sisters of St. Joseph of Carondelet. The

order of the Sisters of St. Joseph was founded in France in 1650. Those in the order were asked to dress as the widows and unmarried women in their town did. They were not to look special in their appearance, but were to gain respect in the simple way they lived. As a result, Sisters dressed in long dresses with veils covering their hair. They were

meant to look like others and to blend into the society. However, as times changed their attire

known as "religious habits" did not. Changes made in the Catholic church in the 1960's prompted by an international council of bishops known as Vatican II, gave the Sisters three options. They could retain the formal habit, wear street clothes with a veil, or just street clothes. Williams said, "In my experience, the habit was a barrier. People are more accepting without it. I loved it and was proud of it, but we fit better into the modern world without it." Clothes are purchased in regular stores and should be simple and low in cost. Although it is not a requirement, most Sisters wear a cross. "Self-presentation has to do with being more approachable," stated McKay.

There is a difference between a Sister and a Nun. According to current standards, a Nun is a contemplative with solemn vows, meaning she is cloistered. Canon law, the law of the Church, distinguishes

between a Nun and a Sister. "Sisters are women religious with simple vows.

We take vows of religious poverty (simplicity of lifestyle), chastity, and obedience, according to the constitution of the order," Bowden explained. "We are not cloistered and we take part in active works: the spiritual and corporal works of mercy." However, before Vatican II "we were kind of cloistered and restricted

in visiting with our parents," said Williams.

Here at the Mount, the Sisters live in one of four local communities: Emmanuel, Siena, Emmaus, or Fontbonne. "We take on the community as a new family, an extended family. You become part of a group, who care for you and you for them," Williams noted. "You share your life with a small group of Sisters you really belong to, but we do interact with each other."

When asked why they entered religious life, each sister had a different response. Bowden said, "At eighteen I entered because I felt a religious call, which I knew at the age of nine." McKay, "I always wanted to be a teacher. I was also interested in church service. In high school I was taught by the Sisters of St. Joseph and I knew that their mission was in teaching and service." Williams responded, "I felt the call. I couldn't let go of the idea. I had been around the Sisters quite a bit growing up, and I felt comfortable around them. [Becoming a Sister] has changed my life... I have never regretted it ... I have been happy ever since." They all stay for similar reasons. Bowden said, "Over the years, God has given me joy and growth through hard times. Being a Sister is compatible with who I am and who I am becoming as a loving woman."

"[Becoming and remaining a Sister] for thirty-two years has helped me in cultivating my spiritual life," stated McKay.

Sisters make time in their lives for prayer, but they do not have to go to Mass every day. Although, some go every day to participate in the Eucharist. "The ideal is to partici-



Sister Mary McKay - Religious Studies professor (Photo by Moria Demby)

pate daily in the Eucharist; however, due to some of our schedules, we can not always make it every day," Bowden related. Prayer, on the other hand is encouraged on a daily basis, communally and individually. "Prayer is a source of nourishment, an essential part of our life... like eating. You are not going to get far without it," commented Bowden. "Support from the community makes a life of service and prayer possi-

• Corporal Works of Mercy •

Feed the hungry
Give drink to the thirsty
Shelter the homeless
Clothe the naked
Care for the sick
Help the imprisoned
Bury the dead

• Cloistered •

One who is isolated from society

• Spiritual Works of Mercy •

Share knowledge
Give advice to those who need it
Comfort those who suffer
Be patient with others
Forgive those who hurt you
Give correction to those who need it
Pray for others



Sister Mary Williams - English Department Chair (Photo by Moria Demby)

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ble."

For the Sisters life is simple rather the cars are owned by the community and can be used whenever needed. The Sisters receive what they need for daily living. Money goes into a common fund and goes to purchasing necessary items such as clothes and gas for driving. If a Sister goes on a major vacation, she fills out a request form to draw money from the common fund. However, "Vacationing is usually local, you find someone to stay with, and you do a lot of clever thinking," noted McKay.

THE FACES

OF MOUNT

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COLLEGE

WOMEN STUDENT BODY PROFILE

Women educating women

A College of One's Own

By Shelly Schubert
Staff Writer

Women's education has a short history compared to that of men. Women's colleges were designed to fill that gap. Harvard College was founded in the 1630's; Oberlin College was the first higher education institution to introduce coeducation in the 1830's. Thus for two hundred years, the only higher education options for women were women's colleges.

By 1960, there were almost 300 women's colleges in the United States. In the 1960s and 1970s, many private single-sex institutions (both male and female) turned to coeducation to combat declining enrollments. Only 84 women's colleges remain today. Perhaps you remember how the Mills students and alumnae responded to their Board of Trustees 1990 decision to admit men? Their activism demonstrated the deep, often unspoken, support of the women's college environment. The Mills decision to go coed was reversed. One Mount student, Karen Villatoro expressed her view of the women's college environment: "There is a great sense of self here - a knowing of what it is to be a woman."

Some Mount students may not perceive this college as a women's college because the Music and Nursing departments admit men. Yet, the undergraduate population is 98% women. The graduate programs are closer to coeducational, with men comprising 25% of the graduate student population and approximately one third of the Master's in Physical Therapy program.

Does admitting men to certain programs jeopardize our status as a women's college? One feature of women's colleges is a woman-centered curriculum.

Women are taken seriously in the classroom as students, and women's issues and accomplishments are studied. The Women's Studies minor was established at the Mount last year. The program is interdisciplinary, meaning it draws on classes from other departments, and is chaired by Dr. Anne Eggebroten, an English professor. One example of a course which fulfills the minor requirements is Women & Christianity, offered through the Religious Studies department. Next fall, Women Studies 100: Women,

Culture & Society will be offered if there is enough interest. Sign up with Dr. Eggebroten if you are interested.

Another feature of a women's college is a higher ratio of female faculty. Seventy-eight percent of the Mount faculty mem-

bers are women. Five of the six Administrative Council members are women. Providing role models in and out of the classroom is often part of the reason women choose to attend women's colleges. Faculty and administrators are not the only role models. Students see other students working hard and achieving their goals. Shonti Smith, a Mount student said, "All these very intelligent women are here at the Mount. Very powerful, motivated women are here and it feels great to be one of them. We encourage each other."

The mission statement of the Mount identifies the college as "primarily for women." Whatever the reason for attending, students are benefiting from the environment created here at the Mount.



Women Working Together - Since the Mount is a college primarily for women, students have the unique experience of collaborating with and encouraging other women. (Photo by Moria Demby)

They do not own their own cars,



Sister Nancy Bowden - History professor (Photo by Moria Demby)

Relationships outside of the community do occur. Many Sisters have friends, male and female that they associate with. They also continue to visit their families. "My relationship with God is a primary relationship; all other human relationships are important as part of my growth as a loving human being," Bowden revealed.

What do they talk about? Discussion among Sisters includes many of the same issues as lay people, like politics and religion, books and movies.

Women

religious" are not only educators. They are doctors, nurses, lawyers and advocates, and pastors in parishes[they run the church] if priests are scarce. Sisters can support political candidates, vote, and can go to jail, like others. "We can do anything which women are capable of," said Bowden. "Our position in the church is to witness and encourage both faith and ministry for others. We can help this to become a possibility for others," McKay said.

• Eucharist •
The Eucharist is the sacrament of Jesus' Body and Blood. The gifts of bread and wine become the Body and Blood of Christ at Mass.

**Unanswered
questions about the
Sisters of St. Joseph?**
Attend the CSJ Night
on Monday,
March 18, 1996
at 5 p.m. in
Hannon Parlor

Students Voice Opinions on the Quality of Food on Campus

By Varsana Staszak
Staff Writer

As students, we have had various food experiences; bag-lunch peanut butter & jelly sandwiches, high school cafeteria fish sticks, or having access to a large college's "Pizza Hut" or "Taco Bell." Now, students share the common experience of eating at the Mount cafeterias.

Of students questioned, most expressed a need for improvement in the food. When asked their favorite meal, most students voted for Hamburger Wednesday. Other favorite dishes included vegetable lasagna, mashed potatoes, spaghetti, sandwiches served on Fridays, pasta salad, ice cream, and coffee cake. Most students noted that the salad bar was the healthiest part of the cafeteria. Alma Cevallos, a third year resident student, said that the cafeteria's breakfast is the best meal of the day and should be kept the same.

For their least favorite meal the majority of students stated it was the stir fry. Anna Iraci, a first year resident student, said, "It has too much oil and grease." Caroline Arvizu, a third year commuter student, complained that the stir fry vegetables are "too sour." Least favorite meals included anything that was fried. Other least favorite dishes included veal goulash, broccoli souffle, ham, fish, cheese enchiladas, lamb, and tuna casserole. Some students noticed that the soup, rice and pasta tend to be bland.

Students were eager to give their input on how to improve the general quality of the food. Their concerns were about the flavor, fat content, freshness, and selection. Lesley Franks, a first year resident student, would like more choice in the salad bar. Iraci would also like to see spinach and romaine lettuce in the salad bar. For the meal plan, Julia Maleno, first year resident student, suggested a card for students who only eat during the weekdays and another one for those residents who also eat during the weekend. She added that, "there is too much starch in the food, and

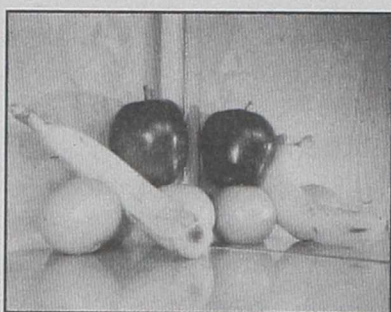
the cafeteria promotes too many desserts." CiCi DeFranco, a first year resident student, would like garbanzo beans out in the salad bar all the time, and whole bananas instead of half. Cevallos commented that the lettuce sometimes looks old.

When resident students were asked how much each meal on the plan cost, some did not know, estimating amounts from \$3 to \$8. Commuter students said that their average meal costs from \$2 to \$4, which included a main entree, drink, and dessert. It costs more if they have a salad. As is evident, students have a lot to say about the cafeteria food. The ASB Senate realized this and created a food committee to meet with Food Services.

The ASB Food Committee was established at the end of the Fall semester of 1994 in order to improve the quality and variety of the cafeteria food at the Mount. During the last school year, the committee was able to make some changes. These

changes included occasionally serving "Weight Watchers" meals, starting Theme Nights, making sandwiches available every Friday, and providing a greater variety of juices. The Food Committee also proposed a meal plan in which students could buy a meal card in increments of 10 to 15 meals per week. This plan was not implemented. The committee has mostly been inactive this year, except for a short time at the end of last semester.

The goal of the Food Committee is to improve the food over the long-run, not overnight, according to Mary Lou Dulay, the Vice President for the Senate. She said she has heard comments that the food is improving. She noted that Food Services is receptive to the committee's concerns and is willing to compromise. Dulay wants to continue to improve the quality of the food and to once again propose the incremental meal plan for all students.



Frivolous Fruity Facts

By Jennifer Green
Staff Writer

Did you know:

- The Hunza people who live in the Himalayas live to be old and healthy on a diet consisting chiefly on apricots. On the Apollo 13-moon-flight, the crew was required to eat apricots due to their high potassium content. Potassium kept their heart muscles healthy during periods of weightlessness.
- Blueberries supply the Eskimos with vitamin C.
- Cranberries used to be called bouncing berries. They used to roll them down stairs to see if they would bounce. Good ones bounced like rubber balls while soft ones stayed at the top. Today grading machines work on the same principle. Each berry is given seven chances to bounce over a four inch barrier as it passes along a conveyor belt. If it does not pass the test, it is discarded.
- Kiwis keep four to six months in storage.
- Advertisements featuring jumbo cantaloupe do not mean that the cantaloupes are a bigger size. The word jumbo refers to the size of the crate the cantaloupe was shipped in. Cantaloupes are packaged in jumbo, standard, or pony crates.
- Pineapples are a sign of hospitality. In New England the colonists carved them over doorways or gateposts. This is because it was so rare and expensive that offering one to a guest showed that you cared. West Indians placed pineapples near their huts to show that strangers were welcome.

AACW continued from page 1

like MSMC. Furthermore, it was stressed that getting involved with the various clubs and activities offered at the Mount will benefit one in the working world. Lastly, one faculty member was mentioned as having been a great inspiration to the alumnae: "If you could survive Dr. Oard's class, you can survive anything!"

The marketplace and alumnae dinner were only two events featured this February. Many speakers were scheduled to fulfill AACW's goal for Black History Month 1996, which was "to promote awareness of African American culture and to use this time to educate the Mount community," said Felicia Jones, AACW's advisor. AACW member Jenelle Benoit remarked, "The speakers were very informative" but was disappointed in the attendance: "I didn't see too many other people." "They [the speakers] weren't just for African Americans. They were talking about everybody," said Chaka McClanahan. The last Black History Month event is scheduled for Thursday, February 29, at 11:30 AM in the Lecture Hall. The speaker is John Hill, the Affirmative Action Compliance Officer for Los Angeles County. This is a perfect example of a topic that everyone should be interested in.

Couto continued from page 1

Business Office Controller, stated that there is a rough estimate of \$400 for last semester's meal plan. He added that the retail price of food has not risen greatly, so this estimate should still be reasonably accurate for this semester. Couto is considering offering students two meal plan options -- to pay "a la carte" in which each item in a certain food group (such as breads or vegetables) would have a standard price, or to pay a set price for a full meal which would include a main entree, vegetable side order, bread, etc.

Couto finds it can be difficult to instate major plans because, as Acting Director, she feels there is a "holding pattern." Nevertheless, she declared, "I can't go by the past; I can only look toward the future." Old kitchen equipment also poses a problem. However, she is proud of her dedicated staff. She said, "I look forward to more involvement with the students, and knowing them by name."

Veal: A Baby Cow's Life of Suffering

By Jennifer Green
Staff Writer

Soon after I became a vegetarian and before I convinced my parents to change their lifestyle to a vegetarian one, I began to cry as my dad ordered veal parmesan at our favorite Friday night Italian restaurant. I sat there crying, my signal to the world that I felt the process of raising and consuming baby cows that turn into veal is cruel, inhumane, and unnecessary. My dad immediately changed his order not wanting to upset me. After educating him days later, he was glad he changed his order that Friday night. He will never order veal again.

Now to educate you. In plain terms, veal is the meat from baby cows. Many calves before birth are chosen for the veal factory. These calves have a life span of no more than four months. To supply consumers with this white, tender "delicacy" these calves endure a heartbreaking life of torture and inhumanity.

Immediately following birth, veal producers separate calves from their mothers. They will never see them again, not even to be nursed, nor to get any love or comfort. New to the world, the calves are placed in individual stalls in the veal factory building. The stalls have restraints that attach at the neck to prevent any movement. The stalls are small, barely the length of the calf. This is not just due to overcrowding but used to purposefully prevent any muscle development in the animal. Veal's trademark is its tenderness, a true 'delicacy.' Their bodies develop so poorly that they cannot stand properly or comfortably. Their

profile is grotesque and misshapen. They develop huge middles, and abnormal, unnatural limbs with odd bulges. Unfortunately, consumers never see this part of the process.

The veal factories are dark, pitch black. This keeps the animals quiet. The calves are never given the chance to play or prance in the sunlight with their families. They have never been given the chance, their right as a living creature, to breathe fresh air. They have never been given the opportunity to bond with their mothers, a natural and necessary part of the birthing process and life cycle. These calves have no quality of life and have been born in "hell." Not once in their pitiful lives will they ever get to live like a calf should. How can this be just?

The calves are fed milk replacers that taste nothing like mother's milk. The milk replacers are composed of dried skim milk, dried whey, starch, sugar, mold inhibitors, vitamins, antibiotics, and fat. The mixture is fed through the animal's stall so the calves receive no physical contact. These replacers are very high in fat. The objective is to fatten the calves and speed their weight gain. This is promoted further since they are chained to their tiny stalls and cannot move. The calves are placed on an iron free diet that is unhealthy for any animal. Denying calves of the necessary iron keeps the meat white - perfect veal. These desperately anemic calves crave the iron and sense their discomfort. They would eat their bedding, typically straw, which contains

iron, but they are never given any bedding. Unsuccessfully, some try eating their metal stalls or gnawing on nails nearby to get some source of iron.

At week 15, the calves weigh about 330 pounds and it is time for slaughter. Veal producers would ideally like to keep calves alive longer to fatten them up more. This is an impossibility. The calves at this point are terribly anemic, sickly, unhealthy, and weak. Keeping them alive any longer would result in their death due to disease. Right before the calves contract a disease, they are sent to the butcher and before you know it, veal is on your plate.

After I learned of this treatment and saw gruesome photos of calves and so many other animals, how could I possibly ever again enjoy eating meat? I could not and I do not. I feel greedy, selfish, and heartless at the thought of eating an animal that led a life of suffering. At one time this meat was a live animal with feelings and needs just as myself. There is no delicacy in that. As I cried in that Italian restaurant when my dad almost ordered veal, I cried for all the millions of animals that have been, are now, and may be subjected to unnecessary, cruel, and inhumane treatment. I was their voice and will forever continue to be.

For more information concerning animal welfare and animal rights, write to: Animal Emancipation, Inc., 1223 Wilshire Boulevard, Suite 856, Santa Monica, Ca. 93002 and/or PETA (People for the Ethical Treatment of Animals) at P.O. Box 42516, Washington D.C. 20012.

Letters to the Editor

Praise for Oracle's new look

Congratulations on a terrific first edition. The new name works for me, as does the color headline and the new stands!

I especially enjoyed the articles on the Getty Center, the Tumultuous Past, and

the Gender editorial. The article on the new name was appreciated from my perspective as one who spends most of my time at Doheny. I'm so relieved to see "Chalonicentric" as a concept in print, and appreciate your courage and sensitivity toward bringing the issue into the open for dialog.

Best wishes for continued success.

Sincerely,

Dr. Carla Bartlett, Chair of Education

Student apathy and ASB elections

The ASB elections are coming up in April, but you need to start thinking about them now. Election packets will be available on the Monday after spring break. I have heard many complaints about the social life and student apathy on this campus. But you can change the things you complain about by becoming involved. It would be nice to see more people involved in the campus activities put on for them. I would love to see more students attend ASB events, especially the upcoming Spring Formal on March 23. Swing by the Student Activities Office for more information. See you there!

Melissa Knecht, ASB President

The Oracle of Mount St. Mary's College

The opinions expressed in signed columns and letters are the author's, not necessarily the views of the staff or Mount St. Mary's College. Unsigned columns do reflect the shared views of *The Oracle* staff. All correspondence to *The Oracle* should be addressed to: *The Oracle*, P.O. Box 52, 12001 Chalon Road, Los Angeles, CA 90049.

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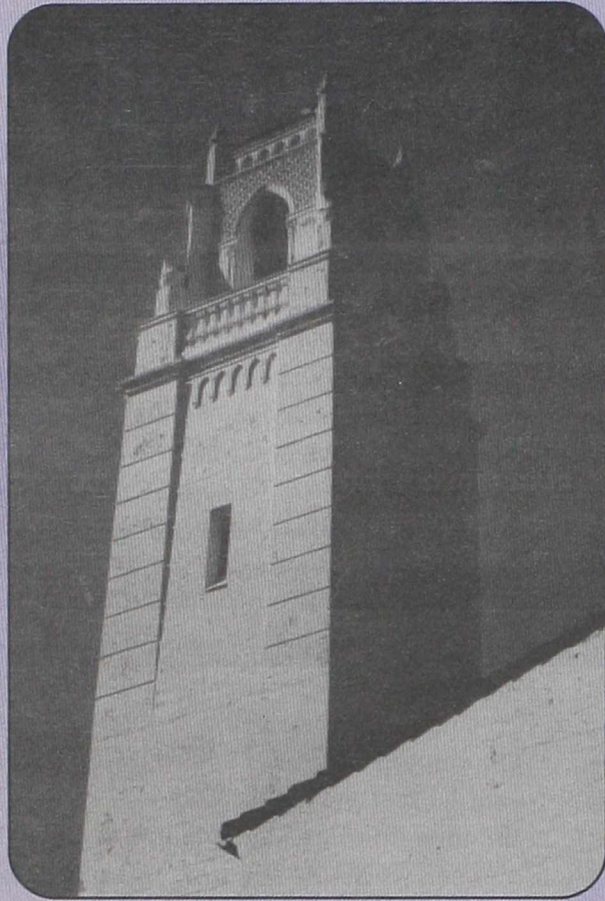
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Emilly Langdon

Views of the Two Mount Campuses



Mary's Chapel (Top left): The bell tower of Mary's Chapel, completed in 1939, is said to be visible from the freeway. A symbol of our school, the chapel serves for prayer services and occasional weddings.

Doheny's Gazebo (Center): This beautiful silo-like structure has no official title, but houses a place for students to study or simply relax. From the top, there is a view of the campus and its surroundings.

Overview of Chalon (Bottom left): Housing the Administration and the classrooms, these buildings accommodate students, faculty, and staff from both campuses, as well as the Weekend College. **Doheny Mansion** (Top right): This building serves for different functions, ranging from student dances and club/community activities to housing for Sisters. **Passage adja-**

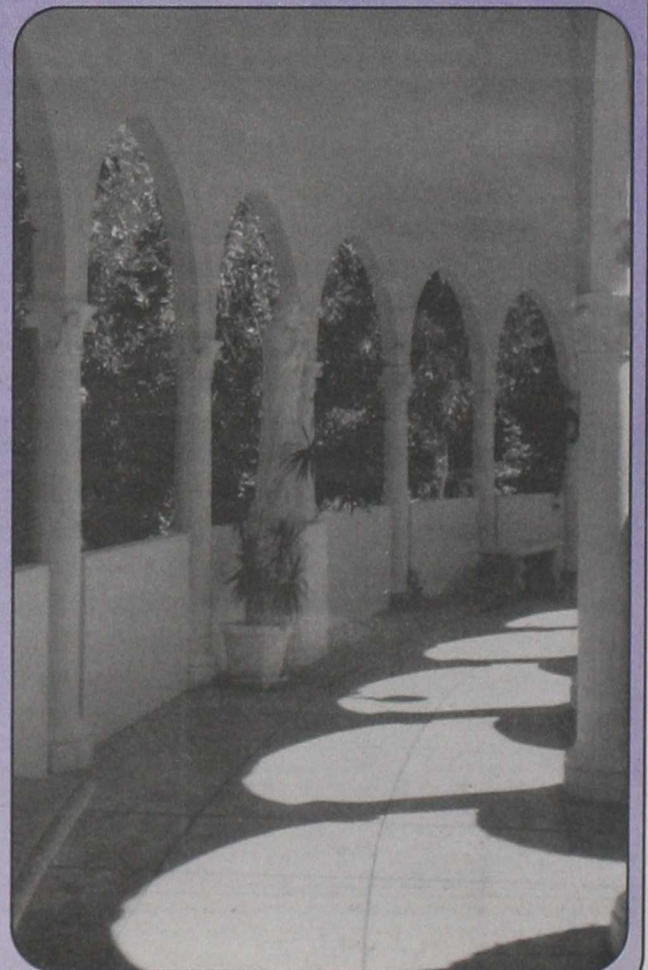
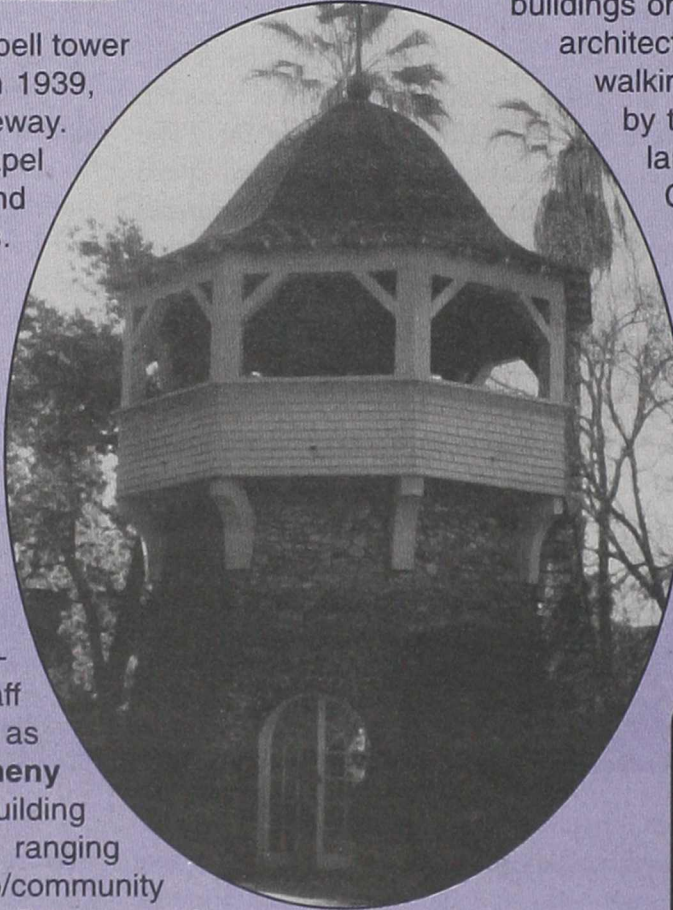
cent to Rossiter Hall (Bottom right): Admired for its beauty, the arches cast shadows across the ground on a warm sunny day. One would assume the statue depicts Joseph holding baby Jesus. (All Photos by Moria Demby)



Mount St. Mary's College was founded in 1925 by the Sisters of Saint Joseph of Carondelet. The Chalon Campus sits on fifty-six acres of land in the Santa Monica Mountains overlooking West Los Angeles. The ten buildings on the campus reflect the southern California architecture and have lush gardens and winding walking paths. The Doheny Campus, obtained by the college in 1958, sits on twelve acres of land near the downtown area of Los Angeles. Centrally located, the campus was once the site of the historic Doheny Estate. Most of the buildings are renovated Victorian mansions.

This photo essay was inspired by the two distinct architectural flavors of the individual campuses. The "always" shining California sun provided the perfect setting to display their natural beauty.

- Partially excerpted from *Women's Colleges* by Joe anne Adler (1994).



The Oracle

of Mount St. Mary's College

April 1996

Volume 1 Number 3

Mount Students Compete for Prestigious Awards

By Diane Huseby
Assistant Editor

Over the past few months, six Mount students have had the exciting opportunity to be considered for graduate fellowships. Maria D. Duran, Maria Mahecha, and Veronica Salmeron vied for the Irvine Fellows Program for future Ph.D.s. Teresita Leonido, Leticia Quintero, and Samantha Xaymountry are currently competing for the Rockefeller Brothers Fund: fellowships for minority students entering the teaching profession.

The Irvine Fellowship is awarded to six Stanford students and six students from other institutions each year. The Fellowship is an opportunity for students to participate in a summer program focused on learning and interacting with doctoral students to ready them for careers as professors. Program activities include seminars, tutorials, cultural-educational field trips, and writing workshops. Stanford University hosts the program in order to train a new generation of scholars in under represented populations.

However, the process began at the Mount level. Third year students in the humanities or social sciences and members of under represented ethnic groups were approached to take part. Veronica Salmeron, third year English/Education student explained her experience, "I submitted an essay and transcripts with two recommendations to Sr. Mary Williams. We each met with a mentor." Five people went through the process, the Mount chose three and sent them to Stanford, where the final decision was made. This year's Mount recipient, Maria D. Duran, third year English/Education student stated, "Applying to this program was important to me because it has to do with my future. I take my education seriously. Everyday I think how can I make the best of it, because today determines my future."

The Rockefeller Fellowship is a summer program in which the students participate in a project relating to teaching. The activi-

ties or project should not be purely academic, rather, the project can be in volunteer work or in-class assistance with school children. Students are to keep a journal or some form of record of their experience in which they reflect on this work. Students will receive a stipend for the summer and money for their graduate work as well. During the week-end of March 16-17, the three Mount students up for the fellowship got the opportunity to visit New York for interviewing. Samantha Xaymountry, third year Liberal Studies/Education student said, "It was an adventure, I had a great time. It is similar to running a marathon, because whatever place I come in I feel like I already got the cheers."

Being nominated and considered for these incredible opportunities was an honor in and of itself for the students. Duran noted her excitement in the program as, "I don't know how to describe my happiness, but this is one more step towards my goal... a Ph.D."

Art Club Begins Making an Impact on the Mount

By Mary Villagonzalo
Staff Writer

This year, Chalon has a new addition to the numerous clubs the campus has to offer to Mount students. The Art Club, whose advisor is Jody Baral, Chair of the Art Department is welcoming students who take an interest in the Arts.

"People don't have to be creative to join. They can just appreciate art," stated Kristin Vanderlip, a third year Art major and one of the acting presidents, commented on the concept of the club.

The Art Club has shown its presence on campus already, by getting involved during Shakespeare week and giving Mount students a chance to create their own Renaissance hats. "Arts and crafts are something for all ages. It created a festive mood with all these people walking around in these pretty, colorful hats," said Venus Orden, third year Biology major, who participated in the hat making.

The club has set a goal of starting a mural for a Los Angeles high school. The members of the Art Club will have the opportunity to interact with students attending Locke High School, where it will be displayed. Locke High School is an inner-city school near Figueroa and 123rd St. It will also give the students of Locke an opportunity to do something positive for the community, along with the 10 Mount students involved. Involvement in creating the mural is open to any students who are interested and willing.

Though the mural has not fully started, the club's priority is to work out all the basics before the actual painting occurs. The club will meet with the Locke students to come up with ideas for the mural. The image of the mural must also be approved by the site committee. According to Baral, there is no specific message that the mural will portray, but it is still important because of its contribution to the community that those involved can be proud of.



Two students make Renaissance hats in honor of Shakespeare week. The project was sponsored by the Art Club on March 22 and 25. (Photo by Moria Demby)

Women's History Focus of March

By Mary Villagonzalo
Staff Writer

In honor of Women's History Month during March, various events were held and speakers visited the Mount campus.

On March 6, 1996 at 7:30 P.M., the Latinas Unidas organization along with W.A.K.E. presented Dolores Huerta. As Huerta entered the Little Theater, she was greeted by a poem written by Cesar Chavez and a standing audience eager to hear her speak.

A known activist, Huerta spoke about the United Farm Workers movement and about the struggles she and the late Cesar Chavez faced fighting for farm workers' rights.

"Faith is what keeps us going," said Dolores Huerta. She encouraged students to take action, by marching, signing a petition



Women and the Vote - During the Women's History Fair students from Campus Ministry volunteered to register people to vote. Voting was only one area of awareness the fair was designed to heighten. (Photo by Moria Demby)

promoting raising the minimum wage, or boycotting grapes and strawberries. Alex Ceja, a fourth year Political Science major, described the impact Dolores Huerta had, "You don't have to be a Latina, but if you're a woman, she symbolizes a great leader."

A Women's History Fair was also held in the Circle at the Chalon campus on March 21, 1996. The goal of the fair was to inform Mount students of what past accomplishments women contributed in history and also what women are involved in now. Various clubs displayed facts about women and set up a voting registration table for non-registered students. The Associated Student Body (ASB) focused on women in politics at the fair. "Women have been consistently active in the political arena," commented Stephanie Ybarra, a third year Sociology major. The fair was also a way for organizations like the Sociology Club to raise money in order to bring future speakers to the Mount.

Another event, which was planned by the Women's Studies Program, "Women in Shakespeare's Time," was directed by Joanna Foster of the London Stage Actors, known as ACTER. The workshop was held in both the Donohue Center on the Doheny Campus and in the Lecture Hall on the Chalon campus. The Women's Studies Program sponsored the "Unveiling Ceremony" in honor of women who have overcome barriers of suppression for decades. The program also sponsored a lecture by Dr. Barbara Pillsbury which offered a global perspective of women.

In celebrating Women's History Month, Dr. Anne Eggebroten, Professor of English and the Director of the Women's Studies Program remarked about the importance of the event, "The goal is to help women at the Mount get in touch and realize the educational value the event offers."



Fair participants were treated to a surprise visit by a famous author, Virginia Woolf (aka Dr. Anne Eggebroten). (Photo by Moria Demby)

Volunteer Agencies Participate in the "Jobs That Serve" Fair

By Shelley Schubert
Staff Writer

March 20, 1996 turned out to be a beautiful Southern California day, which added to the enjoyment of the second annual "Job That Serve" fair held at the Chalon campus. This job fair involved over thirty-five volunteer agencies. It was sponsored by Monica Lond, Assistant Director of Career Planning, and Mari Wadsworth, Assistant Vice President for Student Affairs and Director of Career Planning. Wadsworth stated, "Our mission in career planning is to reinforce service as a profession."

Volunteer programs allow the individual to get actively involved in making a difference in their community. People in all walks of life with a multitude of skills, talents, and interests are encouraged to become volunteers within their community. Several of the volunteer programs represented at the fair dealt with helping the homeless population, ranging from food drive donations to supplying the homeless with meals at places like the Union Rescue Mission and Loaves & Fishes. Other agencies offered shelter, clothing, counseling, and job training programs for the homeless. Other volunteer programs included organizations working with the senior population. Volunteers work in the area of Hospice, which "enters the lives of individuals faced with the realities of loss, death and grief to offer expert care and education while respecting each person's choices, values and beliefs," as stated by the Hospital Home Health Care Agency of California. Special pro-

grams for seniors with special needs are the Alzheimer's Day Care Resource Center (ADCRC), Adult Day Health Care, and Assistance League of Southern California.

The school volunteer programs of Los Angeles Unified School District recognize the importance of utilizing volunteers in reading programs, math labs, and computer labs to promote individual learning by decreasing the child to adult ratio so each child benefits. Children also benefit from enrichment programs such as Head Start, the Girl Scouts, 4-H, and the Young Women's Christian Association (YWCA). Member of Campus Ministry Anna Perez, a fourth year student and community service coordinator at the Child Development Center, is still hoping to reach their goal of opening a thrift store on the Doheny campus. Perez said, "We still need donations of clothing and other items. Right now we are distributing mostly clothing to needy families around the Doheny campus."

The Career Planning Office offers information on applications to graduate school. A class is offered in career planning taught by Lond. The Career Planning Office also offers job listings and volunteer positions advertised on a board outside the office. Wadsworth said of the office's role, "We do not do placement, but we teach you the skills you need to prepare you to do your immediate job search as well as subsequent job searches." The office encourages students to contact them well before they are ready to graduate.

Spring Break Internship Proves Enlightening

By Bernadette Lee
Contributing Writer

Instead of sunbathing and shopping during spring break, I chose to shadow a woman mentor. Through the Women's Internship Network (WIN), I was placed at the Asian Pacific American Legal Center (APALC) for the week of March 11-15. A member of the Junior League of Los Angeles had called my mentor at least thirty times before they could touch base with one another. After several calls to my mentor, I found out that I would be working on the Tritia Toyota Project. I wonder if I will get to meet Tritia...

The following excerpts are from my journal:

Monday, March 11, 1996: My palms are sweaty. Even wearing my power suit, DK stockings, and clutching a briefcase, I am a tad-bit nervous about my second WIN placement. The Legal Center is housed in an orangey-brown United Methodist Church building.

The receptionist tells me that my mentor is running late. On the fourth floor, I sit tensely on a couch. Partitions create some cubicles, while the doors to other offices are ajar. I drink in the sounds of five different Asian language interweaving in the background. In a cubicle next to me, a volunteer speaks Vietnamese.

Rachel Cometa walks in with a big smile and introduces herself to me. After giving me a quick run-through of the Legal Center's programs and her three job descriptions, she gives me a tour of the center. I am surprised at how many staff members are in their 20's. Rachel tells me that the APALC has a high turnover rate because many employees use the Legal Center as an interim position before "moving on to higher education to affect legislation."

When I finally meet with Stewart Kwoh, Executive Director of the Legal Center, I am updated on the Tritia Toyota Project. Last November, Toyota was demoted from the 6 o'clock p.m. to the 12 o'clock (noon) news. The Toyota file has letters written by minority coalitions and mainstream unions to the stations, as well as petitions, and internal

reports. An intern prior to me compiled a list of the number of Asian-American employees at each station based on the Broadcast Station Annual Employment Report for 1995. I further analyze the ethnic, gender, and job category breakdown of the Asian Pacific employees and write up a final report. The report reveals solid figures for the low number of Asian-Americans in the media.

I realize that the Tritia Toyota Project has reached an impasse. Stewart Kwoh needs to speak with the permanent manager of CBS who has not yet contacted him. My mentor, noticing my insatiable appetite for projects, sends me to the Dispute Resolution Center (DRC) in the same building. The DRC mediates for ethnic communities in conflict.

Tuesday, March 12: This afternoon, I attend the LEADER program which is conducted by the DRC and the Mexican-American Legal Organization, MALDEF. The Youth Empowerment Project Center is located in the University of Southern California (USC)-Exposition Park neighborhood. There, 14 high school students, of African-American and Latino background, discuss alternate ways of conflict resolution.

Wednesday, March 13: I help Tim fill out a few tax forms for the Thai garment workers who were working in slave-like conditions in El Monte. Tim assists the attorney who represents these workers.

Later, I browse through literature Rachel has given me - various newsletters and a report on hate crimes against Asian-Pacific Americans.

Thursday, March 14: I did not get to meet Tritia Toyota but I networked with other prominent people. This is the best day so far this week. I attended an informal circle discussion with Paul Igasaki, Vice-Chairperson of the Equal Employment Opportunity Commission (EEOC). Igasaki, appointed by President Clinton in 1994, spoke about the backlog of cases the agency has deals with every year. The EEOC must prioritize the cases based on some charges which may have more impact on legislation and other agencies.

I asked Igasaki whether the EEOC knew if a certain percentage exists in the hiring of Asian-Pacific Islanders in broadcasting. The question opened up a whole discussion on the Tritia Toyota demotion. A staff member of the EEOC commented that applying political pressure to the station would be the fastest way to reinstate Toyota without getting her black-balled.

After the meeting, I spoke with Congressman Becerra's field representative and the members of the EEOC about summer internship opportunities. The staff members of the EEOC were ecstatic about having volunteers and interns from the Mount.

Friday, March 15: I attended a fundraising banquet for Paul Igasaki. The hotel served great Korean food with chopsticks! Having heard Igasaki speak at yesterday's discussion and later the press conference, his speech has become very familiar to me.

Later, as we were leaving, I introduced myself to Connie Kang, a Los Angeles Times staff writer whose articles cover some Asian-American perspectives. I will never forget Kang in her pink beret and bright flowery scarf amongst all the suits in the room.

My last assignment before I left the APALC was to write a press release for a letter Stewart Kwoh had written to Congress regarding an immigration bill. The press release would be sent to the ethnic media.

What I learned through my brief internship was the need to be at least bilingual. Many of the staff members were multi-lingual, having to work with first-generation Asian-Americans. My mentor emphasized the need for me to understand the "pulse of a community" in order to serve the constituents effectively. I felt that I had gained not only a mentor, but a friend who helped me gain insight to my relationship with the Asian-Pacific American community.

The WIN program is sponsored by the Junior League of Los Angeles and the Mount. Open to sophomores, juniors, and seniors. WIN "prepare[s] women lead in public policy." Applications can be picked up in the fall semester at the Leadership Office.



Bernadette Lee participated in a spring break internship. (Photo by Moria Demby)

Leadership Conference Discusses Technology

By Maria D. Duran
Staff Writer

"The legacy of leadership" and "the future begins with you" were the two intertwining themes of the spring 1996 Leadership Conference, held during the third weekend in March.

The first Mount St. Mary's College leadership conference was held in 1976 in a cabin at Lake Arrowhead with eleven students. The focus was personal skill development issues related to leadership and career planning in a concentrated period of time, away from classes.

Twenty years later, two leadership conferences are held on campus each year with the same objective in mind. Dr. Cheryl Mabey, Director of Women's Leadership Program said, "Because of trying to serve more students and trying to be cost effective, we transitioned it to having two conferences a year on campus, rotating between Chalon and Doheny. We have been doing this for two years."

The leadership conferences are offered on weekends to give everyone a chance to internalize, reflect, and to have hands on experience for future opportunities. If the workshops were held during the week, not many people would be able

to attend them. Compared to the turn out of the first leadership conference, almost five times the number of students attended this conference.

During this spring's conference, alumnae who attended the first leadership conference were invited to speak with the students about their experience. The students who attended this conference learned about the importance of computer literacy in today's world.

"It was a rewarding experience which helped me to learn techniques to improve facilitating leadership skills. It also concentrated on the role of technology in every aspect of our lives, especially in regards to computers," said Ramona Cervantes, first year student. The majority of the students were given e-mail addresses and were exposed to computers. "We are not going to be sending out any written memos or leadership information; everything will be mailed out through e-mail accounts," said Mabey. The alumnae speakers and the exposure to computers was the past and future coming together, reflecting the theme of this successful conference.

Small Size of the Mount has Positive Benefits for Student Learning

By Diane Huseby
Assistant Editor

Does going to a small college make a difference in an education? Some say yes. This article will look at three aspects — student/faculty relations, classroom participation, and student/student relations.

Attending a small college has benefits in student/faculty relations, in that you can readily communicate with a faculty member. The student/faculty ratio at the Mount is 14:1. "I chose this college because I liked the small classrooms, that the teachers knew your name, and that they would be able to know me on a personal basis," Veronica Salmeron, third year English/

Education student relayed. "Going to a small college has been very beneficial. I have been able to get to know teachers and their backgrounds and not just learn about the subject of the class," shared Christine Ibrahim, fourth year Biology/Pre-Medical student. "I went to UCLA for a quarter and I felt so lost! My teachers did not know me and I didn't know them. I don't even think there was any interest on either side."

Participating in class discussions is an important part of learning. "Coming here has made a difference in my education, in the size of the classes. I am more willing to

participate in class than to just listen," said Salmeron. "The small environment makes me feel more comfortable in class, more attention is given by the teacher," Mary Phan second year Pre-Physical Therapy student said. "My class [at UCLA] had three to four hundred people. The room was bigger than the Little Theater, you sat down and expected a performance. The teacher had a microphone and lectured. That gave me a sense of detachment," commented Ibrahim.

The small size of the Mount allows for students to become close with their peers.

"There is a small, cozy, camaraderie atmosphere here," quipped Salmeron. Ibrahim commented, "In a bigger school you might say hello, but you are not all that likely to see them again. People you meet here you see everyday, and the friends you make here are the ones that will last."

Small colleges make a big difference in the lives of students. "This school has been very good to me. It helped me form my own identity as a woman... that was my goal," concluded Ibrahim. Phan remarked, "I wouldn't go to a bigger college if given the choice. I like the small environment."

Doheny's CDC Offers an Invaluable Resource

By Jennifer Allande
Contributing Writer

One of the fine features of the Doheny campus is the Child Development Center (CDC). Not many students, faculty or staff know about this treasure chest on campus.

Since 1973, the Center has been a state-funded Child Care Center. It is licensed for children ages two to five (Preschool Program) and five to eight (School Age Program). The CDC provides both a multicultural and a home-like environment. "The Child Development Center is a positive place for partnership of parenting with families," said Linda Crosby, Director of the Center.



The Child Development Center (CDC) sits on the Doheny campus opposite the Administration building. (Photo by Moria Demby)

The program includes learning the basic principles of language, science, math, and creative arts through play. With a dedicated professional staff, each child is recognized for

her or his individuality and personal needs. The CDC publicity states, "The greatest gift we can give each child is a positive sense of self-worth."

The student-run Early Childhood Education Club on the Doheny campus takes part in many activities that involve the Child Development Center: the Halloween Haunted Campus, Week of the Young Child trike-athon fundraiser in April, the Annual Alumnae Easter Egg Hunt, and various contributions and donations. Together the Child Development Center and the Early Childhood Education Club help each other to create a better place for children to grow and develop.



A group of children play in the Doheny CDC. (Photo courtesy of CDC)

A Notable Women

Mary Lyon's Concern for Women's Education

By Diane Huseby
Assistant Editor

On November 20, 1837, Mary Lyon founded possibly one of the most successful seminaries in the United States. Established in South Hadley, Massachusetts, Mount Holyoke Seminary was devoted to providing quality education to young women of moderate means. It was the first independent school of higher learning in the United States for women, opening with eighty students.

Lyon, herself, received her education from several academies; Ashland, Amherst, and Byfield. Following three years of educating students at Ashford Academy and ten years at Adams Female Academy in Londonderry, she defied convention and took on the unprecedented task of creating Mount Holyoke for women.

One of the seminary's greatest attributes was Lyon's determination to keep activities and tuition at a low cost to families. The low expenses were accredited to Mary Lyon's appeals to wealthy men in the area and throughout the United States. Possibly the best cost-cutting measure was Lyon's "domestic plan." Her plan saved money by having the students perform housekeeping tasks. Although she received criticism for her domestic plan, she believed the work built character in her students and pre-

pared them for their role in family situations. Lyon ran her school much like a family household, with responsibility and loyalty.

Mount Holyoke Seminary was well known for producing qualified and dedicated teachers during the nineteenth century. Until her death in 1894, Mary Lyon herself personally oversaw the direction of the school. Prior to the opening of Mount Holyoke, women were only taught art, manners, and music. However, she introduced math, history, and science into the curriculum. Gradually, her successors incorporated Latin, Greek, and other studies to the curriculum. In 1893, the school changed its name to Mount Holyoke College. The change, which appears to be a technicality, was to prove women's academic equivalence to male colleges.

It has been estimated that some sixteen hundred women attended Lyon's school during her lifetime. The success of Mount Holyoke College, one of the prestigious women's colleges in the Northeast known as the "seven sisters," can be attributed to the hands-on approach that Mary Lyon used during her twelve years serving the women of the Eastern seaboard. In 1905 she was elected to the American Hall of Fame.

Associated Student Body Elections Begin Tomorrow

Associated Student Body elections are coming up around the corner. The election will be held April 9, 10, and 11, 1996 from 10 a.m. to 2 p.m. in the Little Theater Foyer. The following students will be running for election:

Executive Board

President:

Odet Dahi
Venus June Orden
Cindy Salas

Vice President for Student

Activities Council:

Pamela Monzon
Claudia Tenorio

Chair of Finance:

Mary Barrett
Bernadette Lee

Chair of Inter-Club Council:

Laura Anne Cansicio
Alice "Cherry" Patricio

Chair of Communications:

Kristine Becker

Senate

Junior Senator:

Cristina Solis

Sophomore Senator:

Donalyn Lorenzo

Commuter Senator:

Adamma Okonkwo

Student Activities Council

Social Co-Chairs:

Jane Huseby
Charlotte Ruiz
Susan Tram

Positions with no candidates:

Vice President for Senate
Senior Senator
Resident Senator
Academic Co-chairs
Alcohol and Substance Abuse
Program Co-chairs
Recreation Co-chairs
Service Co-chairs

Europe continued from page 7

you bloody fool, move your blooming arse." Helen tried to calm him down, but it was sort of like the blind leading the blind.

After several days in London, we headed North, with our new Scottish bus driver, Ross McGregor. Ross was obliging enough to say that famous Saturday Night Live line, "If it's not Scottish, it's crap." Ross was relatively normal, and Scotland was beautiful. One of the highlights of our stay was the day in Edinburgh, which we spent looking at the old town and castle. One of the guys on our trip was determined to get a kilt, if for no other reason than to have a kilt. When we found a kilt shop, he looked at the price tags and said, "Kilts cost how much?!" He did not get a kilt.

Soon after that, we got on a plane and flew back twenty-two hours, with tired bodies, souvenirs and a lot of memories. I also had plenty of material for a newspaper column.

Environmental Problems at Large

By Varsana Staszak
Staff Writer

Beeeeeeeeeeeeee! This is not a test. An Environmental Crisis is occurring. Are you prepared?

The planet's problems are caused by a combination of three factors — population growth, resource use, and pollution — according to the book *Environmental Science* by G. Miller. Dr. Paul Delaney, Assistant Professor of Biological Sciences, supports this reasoning. He believes the Earth's largest environmental problem is the "challenge of developing a sustainable society." He adds that "loss of habitat and biodiversity is the biggest problem, biologically speaking, because species' extinction is an important early warning sign of habitat loss. Species are indicators for ecosystem health."

Everything is connected to and intermingled with everything else. For example, students depend on text books and supportive teachers to learn. In a global context, humans depend upon the Earth and sun for all of their needs. The numerous ecosystems, or communities interacting with their environment, depend upon every single part of themselves to work well and ultimately survive. These ecosystems make up the earth. If

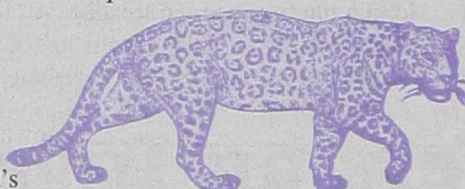
we destroy ecosystems, we will soon destroy the Earth. That leaves us in a horrible predicament.

The population of the Earth is 5.4 billion. One billion people are added to the earth every 10 years. This equals 247,000 people per day. At this present time, one in five (1.2 billion) people live in absolute poverty, while one in 10 (540 million) suffers from malnutrition. As the population rapidly increases, more people will have a greater demand for a finite amount of resources.

Less [economically] Developed Countries (LDC's) tend to have the largest populations, and in all make up 78% of the world's population. Their immense populations mean that they impact the earth greatly with all their activities. However, More [economically] Developed Countries (MDC's), with only 22% of the world population, have an even greater impact because of their polluting industries and wastefulness.

MDC's use 88% of the world's resources. The United States uses 25% of the planet's mineral and non-renewable resources. Non-renewable

resources are those like gasoline and nuclear power. As a result, the U.S. produces 25% of the world's pollution. The average amount of carbon dioxide each American produces per year is 18.4 tons. This is six times the amount each person from an LDC produces per year. It would be necessary for each American to plant 4,500 trees every year to absorb the carbon dioxide we put into the environment. Each person from LDC's would only have to plant



1,000 trees per year.

Not only would humans have to add trees, we would have to replace the forests being destroyed. Already, 56% of the earth's tropical forests have been cleared or damaged. Fifty percent of all Earth's species live in tropical forests. Ninety-nine percent of North America's original temperate deciduous forests have been cleared. In addition to forests, 25-50% of the world's wetlands have been destroyed or

polluted (55% of those in the U.S., and 91% of those in California). Forests, wetlands, and other ecosystems play important roles for humans. They filter the wastes we produce if we do not overburden them, take in carbon dioxide from the atmosphere and give us oxygen, provide food and materials, and act as places of refuge and beauty. Unfortunately, two billion acres of these ecosystem lands have become deserts in the last 50 years. This is roughly the size of Brazil. Thirteen million square miles of the planet's land are threatened to become desert land. This is the combined size of North and South America.

The destruction of these necessary habitats is combined with wastefulness and pollution. Worldwide, 65-70% of water withdrawn is unnecessarily wasted. The largest source of water pollution in the U.S. is agriculture, responsible for 2/3 of water pollution. Twenty-five percent of food produced in the U.S. is wasted. Mining activities have caused 11-50 billion dollars in damage to U.S. federal lands, to be paid by

taxpayers. Seventy-five percent of cars going to and from work in the U.S. carry only one person. The Environmental Protection Agency estimates that all landfills in the U.S. will eventually leak. Only 10% of the 70,000 chemicals in commercial use have been thoroughly screened for toxicity.

These problems are dangerous to our lives and our general well-being. Approximately 100,000 U.S. workers die each year from exposure to toxic substances and 150,000 to 350,000 Americans die each year due to air pollution. One million people worldwide are poisoned with pesticides every year, with 4,000 to 20,000 deaths. About 88% of American children under age 6 have unsafe levels of lead in their blood. The list continues.

The First Law of Ecology: "In nature we can never do just one thing; everything we do creates effects that are often unpredictable." What are you doing?

Recycling Efforts Differ Between Campuses

By Maria D. Duran
Staff Writer

The United States, alone, generates 438,000 tons of garbage per day, Eileen P. Flynn writes in her book, *Cradled in Human Hands*. The Chalon campus of Mount St. Mary's College has a 20 yard bin that is filled and picked up about three times a week. This means that this campus produces about 60 tons of trash per week. "I think we could do more as far as recycling," says Gloria Ramos, a Chalon fourth year student and former Resident Assistant.

Last year, students from the Doheny Campus established an Ecology Club and managed to get a recycling program started. This has been possible with their dedication and the help of Dr. Paul Delaney, Assistant Professor of Biological Science. "Our basic goal is to raise the environmental consciousness of students, faculty, and staff, and to save the planet's diverse species and ecosystems," Delaney confirms.

On the Chalon campus there was a club named "The Lorax" which was similar to the Ecology club on the Doheny campus, but after some time it dissolved. It has been inactive for the last two years. Recently a few students have shown interest to bring back an ecology club on the Chalon campus and they are presently working on doing so. "There are about five students, including myself, that are trying to start an ecology club on this campus, but we need the support of more students," said Kimberly Rovasek, first year student.

Ian Abell, Director of Physical Plant, together with the Committee on Staff Affairs (COSA) have made efforts to get a recycling program started on the Chalon campus. So far, there has been a visit to Loyola Marymount University to see how their recycling program works. There has also been a request from five companies for a formal proposal to get the recycling program started on campus. "At the moment," Abell says, "we are waiting for a reply." It has taken two years for them to get to this point. Abell reported that the main problem has been the cost of getting started.



The Mount's 20 yard long trash bin is filled and picked up three times a week, amounting to 60 tons of trash a week at Chalon. (Photo by Moria Demby)

Perspective on Mother Earth

By Varsana Staszak
Staff Writer

There are fabulous mysteries in Nature. People are discovering them every day. In 1993, a record for forest density was set in the rapidly disappearing Atlantic Coastal Forest of Brazil, identifying some 450 species of trees in a two and a half acre plot. Forty previously unknown species are expected to be catalogued. The same acreage in a typical North American forest contains about ten tree species. Maybe this density can explain why the rainforests of Brazil provide most of the world's oxygen.

Discovering remarkable things like this is exciting for its own sake. However, when we consider the value of a rainforest, this fact carries more weight. It would not be necessary to have knowledge of environmental facts if we lived carefully and simply—Nature would continue to conduct its various processes, providing us with what we need, whether we knew the density of a forest or not. But our modern day actions have forced us to prove the value of a forest's density.

Native peoples intuitively knew the value of the Earth and every creature that is a part of it. They lived wisely in harmony with her. They had no desire to cut down trees for money. They already had everything they needed and wanted, namely a beautiful place to live. The worth of the

land was visible and tangible as it existed. It did not need to be changed.

How could humans improve something that was created by an omnipotent supreme being, God? We do not have the power or ability to create Nature. We can only destroy her or spare her. Again, our modern day actions force us to invent and utilize methods to protect Nature, in addition to living gently and quietly. If we did nothing but stop our harmful ways, Nature would repair herself. She is vigorous. But too many delicate and vital parts of her are on the brink of destruction. We must take action.

Being an earth-conscious person is a creative endeavor. We must use our imaginations and intellects to devise ways to live. Ironically, living richly is easy; living simply is difficult. It requires discipline. Probably, the hardest part about it is actually knowing what to do. What does simple living mean? Awareness, respect, appreciation, efficiency, improvement, fairness, and an open mind shown in what we buy, do, and create. No one knows everything about being an earth-conscious person. We must help each other. Ultimately, what is good for the Earth is good for us.

The We Live



World We
e In

Take a Hike: Communing with Friends and Nature

By Varsana Staszak
Staff Writer

If you want to discover the natural beauty of the Santa Monica Mountains and get a great

workout, I suggest you take a hike. Maybe you want to have an adventure beyond your normal routine of "walking the loop." Maybe you want to see what our fine city has to offer besides cars and smog. You will not have to drive very far to get to many trailheads in the adjacent areas of the Santa Monica Mountains. When you get on the trail you will be transported to another world. It is surprising how many different landscapes and wildlife are found in the mountains and canyons. Plant communities such as chaparral, coastal sage, riparian (stream-side), and oak woodland are home to an amazing assortment of mammals and birds and are all present in our area.

There is almost an unlimited number of trails in the Santa Monica Mountains. The following trails are all west of the Mount and are listed from nearest to farthest distance.

Sullivan Canyon Trail:

Sullivan Canyon is a secluded and narrow canyon whose trail traverses a stream and winds past statuesque oak trees. The green, lush vegetation and steep ridges on both sides provide shade, but not enough that the sun cannot pour in between the trees. There is a gradual incline all the way along the trail, with small hills leading toward the stream. On sunny weekends, many mountain bikers and a number of hikers take advantage of the trail. The Sullivan Canyon trail is located on private land owned by the Los Angeles Department of Sanitation, so it is subject to closure at any given time. To get to the trailhead from the Mount, take Sunset west, turn right on Mandeville Canyon, make a left at the first stop sign (Westridge Rd.), continue until you reach Bayliss Rd., turn left, make another left onto Queensferry Rd., where you will reach a dead-end and a fence. There is a walk-thru opening to the left side; there is a paved road that leads down to an open area. Walk towards the right where the trees and trail begin. You are in for a big treat.

One of the many trails that lead into and out of Malibu Creek State park, a peaceful valley area with the rambling Malibu Creek through its center. The park was once the site for the filming of the show, "M.A.S.H." (Photo by Moria Demby)

Santa Ynez Canyon Trail:

The Santa Ynez Canyon Trail is similar to the Sullivan Canyon Trail because there is a creek and lush vegetation. In fact, plants seem to have taken over the trail in some places. However, where as the Sullivan Canyon Trail generally travels in a straight line, this trail wanders and has a few secondary trails leading away from the main one. Caves, or rock shelters, can be seen in sandstone rock formations to the sides of the creek. After you pass a gate, you will come to a fork in the stream and trail. Turn left; before crossing the stream, notice a large sandstone rock to your right that has a mortar hole on the top side. This was used by the Chumash Indians for grinding acorns. Soon after this, you will come to a small clearing with arrows pointing to the left and right. The left trail connects to the Topanga State Park main entrance; the right takes you to a waterfall. Towards the waterfall, the canyon walls become steep and rugged. You will have to boulder hop; be careful because the rocks may be wet. There are several smaller waterfalls and it may be difficult to get past them. If you do, you will reach a beautiful, twelve-foot waterfall that dips down into a fresh pool. The trail to the waterfall is 4 miles roundtrip, with an estimated 2 1/2 hours duration. To get to the trailhead from the Mount, take Sunset west, turn right on Palisades Drive, and turn left on Vereda de la Montura. The

entrance is at the dead-end and bottom of the hill, on your right.

Musch Ranch Trail:

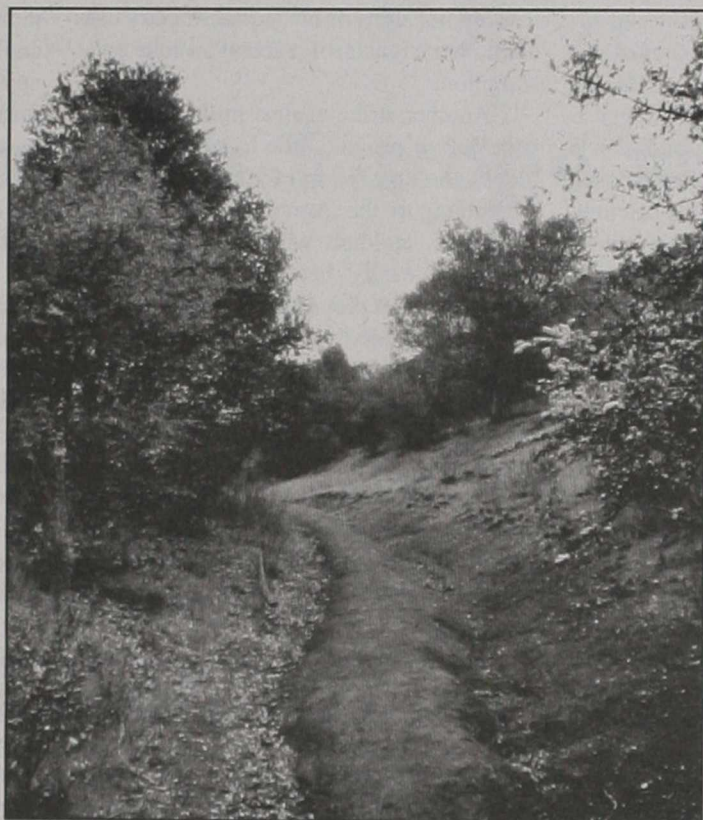
The Musch Ranch Trail from the Topanga State Park entrance has wide open meadows interspersed with shady-treed culdesacs. From the trailhead, the vegetation and soil seem dry. The trail wanders back and forth along the hillside, providing great views of Topanga Canyon. The vegetation will become increasingly lush and green as you continue. The trail will go across the top of a grassy hill and then dip down into shadiness. It will wind along and begin to rise up along a hillside. Soon, you will veer towards the right and come out on a fire road. Go left on the fire road. You will reach Eagle Rock, a massive rock with good places to sit and enjoy the views. To get to the Topanga State Park entrance from the Mount, go west on Sunset, head north on Pacific Coast Highway (PCH), turn right on Topanga Canyon, go past the main town area and make a right on Entrada Rd. Follow the signs to the entrance.

Fire road at Malibu Creek State Park:

The main path starting at the Malibu Creek State Park entrance cuts through a beautiful valley. It was once the location for shooting the show, "M.A.S.H." The path both traverses and parallels Malibu Creek, a wide rambling waterway with ducks and other wildlife. There are many trail options as you walk through the level terrain of the valley. You can check out the Visitor's Center with animal displays and historic information. After crossing a bridge, you can turn left towards the rock pool. On the way you will probably see rock climbers scaling a vertical rock wall. There are areas for picnicking near the rock pool. The round trip journey from the park entrance to the rock pool and back is 3 1/2 miles, but flat and easy. If you continue past the turn-off for the rock pool, you will walk up a long and steep hill. At the top, there is a shady path to your left which leads to Century Lake. This path seems like a jungle and is a great reward after that big hill. To get to Malibu Creek State Park from the Mount, take Sunset west, go north on PCH, turn right on Las Virgenes/Malibu Canyon Road. After a couple of miles, the main entrance is on your left, just before Mulholland Highway.

You must be prepared for a hike so you can have a fun and safe adventure. A good hiking book and/or maps are great aids. A book can give information on mileage, terrain, elevation, wildlife, and vegetation. You can also contact the National Park Service, Santa Monica Mountains National Recreation Area. Pack a backpack with the trail map or book, snacks and a lunch (high energy foods), an extra sweat-shirt, a whistle to alert help if you get lost or hurt, first-aid kit, Swiss army knife, money, and identification. Wear a hat and/or sunglasses to protect your eyes and face from the sun. Apply sunscreen 30 minutes before going outdoors. Bring more water than you think you will need and sip it every fifteen minutes while on the trail. It is best to hike with a friend—there is safety and fun in numbers. Always stay on the trail so you do not get lost and damage wildlife. Pack out everything you pack in. Pick up trash left behind by others. Watch out for poison oak and poison ivy—know what they look like. Be aware of your surroundings and tell someone else where you will be.

The animals of the Santa Monica Mountains are endangered because of habitat destruction due to development. The Grizzly Bear and Pronghorn are already extinct locally. The Mountain Lion and Golden Eagle may be next. Learn about their habitats and how we can protect them. Contact the Santa Monica Mountains Conservancy (213-456-5046), or any local environmental group.



One of the many trails that lead into and out of Malibu Creek State park, a peaceful valley area with the rambling Malibu Creek through its center. The park was once the site for the filming of the show, "M.A.S.H." (Photo by Moria Demby)

How You Can Help Preserve the Earth

By Jennifer Green
Staff Writer

There are endless things to do to help save natural resources and help protect and care for those in need. Despite all the local, international, and global problems that we face, you really can make a difference and help make the world a better place.

-Recycle. Recycling is an easy and great way to preserve our natural resources. Try using both sides of paper before tossing. Edit and proofread on your computer screen instead of printing it out on paper. You can also buy recycled computer discs. The Green Disc Company recycles unsold discs. They are good as new and sell for 10% less than the newer discs at computer software stores.

-Bike instead of drive. This prevents pollution, saves gas, and makes you feel good. Or carpool.

-Conserve Energy. If every household in the United States lowered there average heating temperatures 6 degrees for only 24 hours, more than 570,000 barrels of oil would be saved.

-Conserve water. When you shower, you use 12 gallons of water per minute. A 10 minute shower uses over 100 gallons of water. To prevent excessive waste of water, buy a low flow shower head which cuts water use from 12 gallons to 3 gallons per minute. Turn off water while you brush your teeth or shave. Brushing uses 2 gallons of water and shaving uses 5 to 10 gallons.

-Avoid styrofoam and plastics. They are not easily recyclable. Buy glass, metal, and paper instead. Use a cloth sack or backpack when shopping and reuse bags. Buying fresh produce instead of packaged, cuts down on waste. Read labels and support companies that use post consumer recycled material. Try to borrow before you buy. This reduces unnecessary purchases.

-Help feed the hungry. Not eating meat and eating grains and soybean products helps feed more people and saves natural resources. The number of people that could be fed by grain if they reduced their intake of meat by 10% is 60 million people. The amount of water it takes to produce a pound of meat is 2500 gallons but to produce a pound of wheat takes only 25 gallons.

-Choose who you patronize. Avoid companies who are among the country's top polluters such as: Exxon Company, General Electric Company, International Paper Company, Rockwell International, and Texaco Incorporated.

-Get off the couch and Join. Join the newly-formed ecology club on the Chalon campus. Check out local organizations like Treepeople and Heal the Bay. Find a cause that interests you.



"You have the earth, the sun, the sky, the grass. You have yourself, and you can heal your mind by talking to the earth. Watch the grass, and you will learn how it grows from the earth and will be in touch again with the spirit that guides us."

- Martha St. John
Native American



can protect them. Contact the Santa Monica Mountains Conservancy (213-456-5046), or any local environmental group.

Milk: Does it Really Do a Body Good?

By Jennifer Green
Staff Writer

Contrary to what the media says about milk and dairy products being the perfect food, it is really unnecessary and can harm the body. Not only are human beings the only animal to drink milk after infancy, but humans are the only animal to drink the milk of a different mammal.

Milk can harm the body more than it benefits it. Lucy Moll of the Vegetarian Times Magazine said, "Studies show that the average American diet contains excess protein that leaches calcium from the body....The high content of milk may actually contribute to poor absorption of the minerals in the body." This means that the large amounts of protein in milk cause the body not to absorb important minerals needed by the body. Also, the high fat content in dairy products has led many people to believing that lower-fat versions are a healthy alternative. In actuality, these low fat dairy products create health problems of their own that can be avoided through lowering consumption of them. Reduced fat dairy products are higher in protein than the higher-fat versions. As said above, this causes minerals and calcium to be stripped from the bone which contributes to osteoporosis. This increase in protein also leads to kidney problems and various forms of cancer. It is a no win situation. High fat dairy products are a leading cause of atherosclerosis, heart attacks, and strokes. The highest death rate from heart disease is found in Finland. This happens to be a country with one of the highest rates of dairy product consumption.

High-fat dairy products are also likely to contain harmful levels of environmental contaminants including pesticide residues and radioactive substances. Whole milk, cheese, and other full-fat dairy products rank equally with fish as a carrier of the highest level of dangerous environmental contaminants.

Many people, especially women, feel that the only way they can get enough calcium is through drinking milk. To clear up this fallacy, one cup of skim milk contains 302 milligrams (mgs) of calcium. A person can easily acquire almost 800 mgs. of calcium everyday by eating several things including black strap molasses which has 280 mgs. of calcium, a stock of broccoli which has 169 mgs. of calcium, two tortillas which have 196 mgs., and a cup of acorn squash which has 108 mgs. of calcium. Debra Gerardi, the Director of Health Services at the Mount, feels the biggest issue for students about milk and dairy products is calcium deficiency. She recommends diets high in calcium. This calcium can come from supplements or vegetables. She would encourage milk if the student does not eat vegetables or take supplements, but believes milk is not necessary. Gerardi feels that vegetarians, whose food staple includes vegetables, are better off since vegetables are high in calcium and other nutrients. Gerardi finds problems with students who hate milk and vegetables. For these people, foods already supplemented with calcium like the cereal Total, calcium enriched orange juice, and

most fruits are encouraged. By eating a wide range of foods that contain average amounts of calcium, people can easily acquire the necessary amount of calcium a day and at the same time avoid dairy. John Mc Dougall, a nutrition authority, reports in medical literature that, "purely vegetarian diets without a hint of dairy products contain amounts of protein that are above the threshold for meeting your nutritional needs...in fact, calcium deficiency caused by an insufficient amount of calcium in the diet is not known to occur in humans." The dairy industry has spent millions of dollars to convince the public that the absence of dairy products may lead to calcium deficiency. But, as already mentioned, osteoporosis and other clinical signs of calcium loss are not signs of inadequate dietary calcium, but signals of excess protein consumption.

Another strike against milk is that not only does it provide little to no iron, but it blocks the absorption of iron in the body. According to the American Academy of Pediatrics, children who drink too much milk can easily become anemic, both because such a diet tends to exclude other iron-yielding foods and because the process of digesting milk can instigate small leakages of blood throughout the gastrointestinal tract.

Dairy products also happen to be the leaders in food allergies. These allergies to dairy products have been shown to cause irritability, restlessness, hyperactivity, muscle pain, mental depression, abdominal

pain, cramps and bloating, gas, diarrhea, bad breath, headaches, lack of energy, constipation, malabsorption of nutrients, nasal stuffiness, asthma, rashes, eczema, hives, and shortness of breath. At about age four, a majority of people begin to lose the ability to digest lactose, a sugar found in milk. This condition is known as lactose intolerance. It occurs in as much as 90% of Blacks and Asians and is common in Native Americans and people of Middle Eastern descent.

Lastly, most of the dairy products consumed come from cows restricted on factory-like farms. Cows are bred, fed, medicated, and inseminated for the sole purpose of creating maximum milk production at a minimum cost. Cows are raised on hormones, antibiotics, growth accelerators, and synthetic foods which inevitably appear in the milk they produce. Milk is further altered from its original state by pasteurization, homogenization, and sterilization. Additives and preservatives are put in the milk before it is packaged, stored, and shipped.

Milk does everything except do a body good. People today do not realize that this habit of drinking another animal's milk is unnecessary and creates harm to the body. Although it is a norm in the American culture, this behavior is rare even in humans. Milk drinking beyond the lactation period is only found in a few cultures on earth.

Some information taken from *The Complete Book of Natural Foods* by David Carroll.

The Challenges and Responsibilities of Becoming a Resident Assistant

By Shelley Schubert
Staff Writer

The official announcement of this year's selection of Resident Assistants has just been released. You may be asking, what is a Resident Assistant? "It is a great job and a wonderful experience. Others need to open their eyes and see what it is that we do and not just take us for granted," Gayle Weldele a 1995-96 Resident Assistant (RA) stated as she stood at the Resident Desk in Brady Hall. Weldele, a fourth year student, elaborated: "Just taking the first step and applying for the position is an achievement. I thought I had a lot of good qualities and would make a good resident assistant but so many of the applicants had exceptional qualities and would also have made great RA's. The competition was hard." The RA job selection is a lengthy and competitive process.

Sarah Decke, the Program Assistant in the Residence Life Office, also a past Resident Assistant for 1993-94 and 1994-95, explained just what is involved in the process of selecting an RA from the many applicants. During the spring semester the whole process begins. An application package is sent out to prospective RA's at the end of January or the beginning of February. The packet consists of five short essay questions that deal with topics such as: What experience do you feel most qualifies you for the job as a Resident Assistant? and What are your strengths and weaknesses? Then the candidate is asked to illustrate by means of a pie chart how her time will be allocated over the semester. The next part of the application calls for obtaining three letters of references. After the application has been completed and submitted, the interview phase begins.

The first interview consists of a two-hour group-process. The delegates, which numbered 22 this year, were broken up into two groups. The groups were assigned activities designed to demonstrate the individual's ability to bond within a group. The delegates were assigned three activities to complete. An example of one such activity was the group's forming of a human knot. No one was allowed to talk as they tried to get their bodies untied. The human knot allowed the interviewers to visually observe the individual's interaction with each other. In addition, the interviewers were able to identify individual characteristics such as strong leadership qualities, group followers, and group initiators.

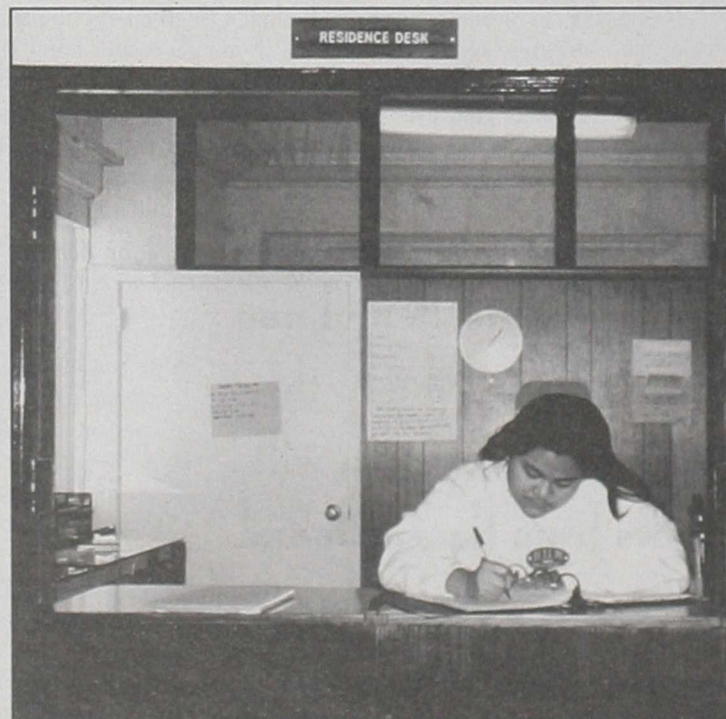
Rachele Belanger, a 1995-96 RA stated, "I felt that being an RA gave me the opportunity to work with the residents and get to know a lot of people outside my major. It was a great leadership experience."

The next step in the interviewing process consists of a one-hour interview in which one candidate is interviewed by two committee members. The committee is made up of different administrators or staff members chosen by Alex Sosa, the Director of the Resident Life Office. The final step is a half-hour interview conducted by two non-returning Resident Assistants. The final decision is made by the committee which reviewed the candidates' qualifications and standing in the interview process. Out of the 22 applicants only nine candidates and four alternates were chosen. The incumbent Resident Assistant must go through the application and interview process each year. The fact that one is an incumbent does not guarantee that she will be selected for the next year.

Decke stated, "I was given a chance to learn about people. I also learned a lot about myself in the process. The RA job gives you special privileges, such as keys to most of the doors and offices, plus access to privileged information. The job requires a person who is responsible, honest, and willing to give a lot of her time," continued Decke.

The RA receives free room and board in exchange for being on-call approximately once a week from 7 p.m. to 8 a.m. This means staying in her room and being available to receive phone calls from the residents. She is also required to give up one weekend every other month from 6:30 p.m. on Friday night to 7 p.m. on Sunday. It takes 4-5 hours for the RA's to develop a staffing schedule for each semester. This staffing process is done by each RA selected picks one card from a deck. Then the highest number has first choice. Another draw from the deck decides who will work Easter, spring break, and Thanksgiving. Resident Assistants arrive on campus three weeks before the start of fall semester. During this time the RA's are prepared for their up-coming responsibilities by attending leadership activities and getting to know the other RAs better.

The 1996-97 RA staff is Mary Granier, Larissa Marquez, Catina Negrete, Nichole Parker, Mary Phan, Cheryl Revere, Romana Romero, Durgha Shanmugan, and Krisianna Trager-Straw.



The life of an RA - One of the duties of an RA is to work for a few hours a week at the Residence Desk, which provides students with candy, change, work requests, and domestic items, such as an ironing board. (Photo by Moria Demby)

Mount Cultural Diversity Provides Many New Experiences for Students

By Marla Ferguson
Editor in Chief

Growing up in Arizona, I lived in mostly white areas of town and attended elementary schools where a majority of my friends were from white middle class families. Occasionally, while we lived in Yuma, Arizona, a migrant farm worker's son or daughter would enter our class for a few weeks or months and then disappear, but no one really got to know these children. Granted, there were minorities but they generally stayed together, as we did. I never gave it a second thought. In high school the same pattern emerged, but my awareness of it was still very limited.

When I graduated from high school I decided to attend the University of Arizona (UofA) in Tucson and my eyes were slowly opened. During my second semester at the UofA, I took a class that explored women's writings from various cultures and realized how very little I had been exposed to. The University of Arizona is a large school, approximately the same size as the University of California, Los Angeles (UCLA), and in an area which is largely Latino and very close in proximity to the Mexican border, but ironically I felt as if I was still in a white middle class culture outside of some exceptional Mexican food restaurants. Yet, I went blithely on my way.

I transferred to Mount St. Mary's College this fall and was immediately aware of a difference. Maybe it was because UofA was so large that the different cultures were diluted, or maybe that was not the reason. At the UofA, it seemed that the different ethnic com-

munities put most of their concern into building strong communities within, rather than educating and sharing with those outside. But I was quickly aware of the different cultures present on this campus. I was also quite aware once again of my ignorance. Being small the Mount makes it impossible to ignore its cultural diversity - for that I am thankful. There are many more opportunities to experience other cultures on this campus because the cultural organizations are able to balance their concern with creating strong communities within with their goal of educating the whole community.

Campus organizations build bridges with the other members of the Mount through the various events they sponsor. February brought us Black History Month and a Gospel Fest. Dolores Huerta, a Latina leader, was on our campus the Thursday before Spring Break. Asian Culture Night was at the end of the fall semester. The list goes on and we all have the opportunity to attend these events and learn what many people like me missed growing up white, being taught about dead white men. And it is not just being white, but also those who are African-American and never learned about being Asian-American, or being brought up Asian-American and never learning about the Latino culture. We need to take advantage of our peers and what they can teach us. The fact that we are such a diverse campus offers up to us the ability to learn how we are different and where we connect, finding that we are ultimately the same - human.

A Trip Through Europe with Hel, the Guide

By Alison Starich
Contributing Writer

So many images come to mind when one hears the word, "Europe": Stonehenge, the Arc de Triomphe, the Leaning Tower of Pisa, and really great shoe shopping. I was fortunate enough to go to Europe this last summer, along with thirty other high school graduates. I spent ten fun-filled days terrorizing France, England, and Scotland, and saw everything one is supposed to see, from the Hall of Mirrors in the Palace of Versailles to the crown jewels in the Tower of London. However, what I remember most is not so much the paintings and the crumbling old buildings, but rather the people I met and the adventures I had.

The trip started with a sixteen hour plane ride from San Diego to Paris. I encountered my first memorable moment in the Paris airport. I did not get frisked by burly customs agents wearing bad French cologne, but I did get lost. In an elevator. After gathering our luggage, my group and I tried to get outside to the bus. However,

the elevator had no numbers, just words and none of us could read French. So we went up. We went down. We went up again. We came back down. Finally, we hit the right floor and made it safely to the bus, where we met Helen, our Irish tour guide. Over the next several days, we were to discover that Helen's brain, like carbon 14, had half lives. Every day she made a little less sense, and was a little more annoying. By the end of the trip, we had shortened her name to just Hel.

The day after arriving, we took a tour of the Palace of Versailles. We were joined by our guide for the day, Lawrence. Lawrence was French, so he told us we could call him Larry, like Larry from Paris. After Versailles, Helen ushered us off to the Louvre, home of the Monets and Manets and Mona Lisa. I discovered something while in Paris. No one actually looks at the Mona Lisa. They all just swarm around it and take pictures so that when they get home, they can look at a photo of the Mona

Lisa. After the Louvre, Helen, the handy dandy tour guide from Hades, tried to herd us all together so that we could get to dinner. The way most tour guides do this is to hold up something so that the group can spot it. One tour guide from another group held up an orange umbrella, while another guide held a sign. Helen held up whatever was in her hand. At one point, that happened to be a stick of gum. So we followed a stick of gum around Paris.

The next day in Paris was the eve of Bastille Day. Bastille Day is sort of the equivalent of our Fourth of July. By nightfall, most of Paris was drunk, and unfortunately, so were some of the guys in our group. That night, when I was in bed, my friend was standing at the window. She casually said to me, "Alison, Weber is climbing our balcony." Luckily, Weber's friend pulled him down.

Leaving Paris the next morning, our bus headed for Calais to catch a ship across the Channel to England. The drive is about

three and a half hours long, so most people took the opportunity to sleep. Helen took the opportunity to yell loudly on a microphone, "Wakey, wakey!" This produced many groans and a couple of calls for a lynch mob. She proceeded to comment all the way to Calais about the agriculture of the countryside we were driving through. Of course, she did not know anything about French agriculture.

In England, we met Bernerd, our bus driver. Bernerd was, by trade, a taxi driver. We soon learned he did not know much about buses when he stalled five times before we got out of the parking lot at Dover. Bernerd also seemed to have difficulty understanding that a bus is bigger than a taxi. When you run a red light with a taxi, you can possibly get by. When you run a red light with a bus, well... Bernerd nearly hit a bicyclist, who started violently swearing and asking if Bernerd was blind. To that Bernerd replied, "No, I'm not blind,

Europe continued on page 3

Letters to the Editor

First of all, I would like to praise you and the staff on the new look for *The Oracle*. However, I was disappointed with the article in regards to Dolores Huerta from the Farm Workers Union.

I am a student that is actively involved with Latinas Unidas. I am also co-founder of W.A.K.E. Together, we have and still work diligently to bring about awareness and change on campus. We have worked tremendously in the preparation, organization and fundraising efforts of the March 7th event, even with opposition and financial setbacks. Your article failed to mention all the endeavors and struggles being made by students involved in Latinas Unidas and W.A.K.E. The people running this event were not acknowledged nor recognized. Furthermore, the school has not fully supported the efforts of these student-run organizations, especially with this particular event.

The Women's History Month committee has served as an invaluable resource, but have not contributed any time and effort in the planning process of this event. That is not to say that we do not have any support from the Mount. In fact, we received funds from the Hewlett Grant, the President of the college and many outside agencies in which we are grateful for. There just needs to be a correction made.

I would like for you, as editor, to print a retraction for the next issue depicting the full story with pictures that fit accordingly. I would like to emphasize that I am not satisfied with the fact that other people received credit and recognition for a deed that was not rightfully theirs.

Sincerely,
Anne Choe

Editor's note: I would like to thank the students of Latinas Unidas and W.A.K.E. that worked very hard to bring Dolores Huerta to our campus, she provided a very insightful speech. The article which appeared in the February issue was simply a brief summary of

biographical information provided to us by Latinas Unidas, as stated at the end of the article, and was not intended to do anything more than introduce Dolores Huerta to the Mount community not familiar with her. Our aim was to educate hoping, in turn, to increase student participation. The photo that is in question was not intended to stand with the biography, but was to stand alone. I do recognize the problematic placing of the photo and apologize for the implications that went along with it. The Women's History Month committee did help financially support Huerta's visit and included the event on the calendar of events to be publicized for Women's History Month, but this was the extent of the participation the committee had in bringing Huerta to our campus. Again, I apologize.

The Oracle of Mount St. Mary's College

The opinions expressed in signed columns and letters are the author's, not necessarily the views of the staff or Mount St. Mary's College. Unsigned columns do reflect the shared views of The Oracle staff. All correspondence to The Oracle should be addressed to: The Oracle, P.O. Box 52, 12001 Chalon Road, Los Angeles, CA 90049. Sorry, but we do not print unsigned letters.

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Signs of Spring



who knows if the moon's
a balloon, coming out of a keen city
in the sky--filled with pretty people?
(and if you and i should

get into it, if they
should take me and take you into their bal-
loon,
why then
we'd go higher with all the pretty people

than houses and steeples and clouds:
go sailing
away and away sailing into a keen
city which nobody's ever visited, where

always

it's

Spring) and everyone's
in love and flowers pick themselves

e.e. cummings



A sepal, petal, and a thorn
Upon a common summer's morn—
A flask of Dew — A Bee or two—
A Breeze — a caper in the trees—
And I'm a Rose!

-Emily Dickinson



A little Madness in the Spring
Is wholesome even for the King,
But God be with the Clown—
Who ponders this tremendous scene—
This whole Experiment in Green—
As if it were his own!

-Emily Dickinson



(All Photos by Moria Demby)

The Oracle

of Mount St. Mary's College

May 1996

Volume 1 Number 3

Award Ceremonies End Off Year

By Maria D. Duran
Staff Writer

How do we know the end of the year is coming? Could it be that we start to notice 'senioritis' in the graduating students? It may be that the elections for new officers have taken place. These things signal the end of another year, but the most important clues that the year is drawing to a close are the traditional award ceremonies.

This year's end of the year celebrating began with the Student Activities Reception. This event was held in the Jose Drudis-Biada Art Gallery on Thursday, April 16 with the purpose of recognizing the hard work and effort of the clubs and organizations on campus. During this evening, each club and organization was recognized for their time and dedication throughout the year. This year, Latinas Unidas received the special award of the Mount St. Mary's College Student Organization of the Year. Alejandra O. Ceja, outgoing president of the organization, thanked all of the members and officers for their dedication and hard work to make this happen. The evening ended with the installation of the new ASB officers and a warm closing. It was a great way for all of the clubs to conclude another year.

On Thursday, April 27, the second annual formal banquet was sponsored by the Institute for

Student Academic Enrichment (ISAE) program. On this evening ISAE graduates and transfer students came together with their families to celebrate their successes which is reflected in the evening's theme: Bravo! The Pride of the Academy. "Each graduate is a success story as she completes her degree and shares her knowledge and gifts with the world. Our students' achievements reaffirm the program's goals to matriculate and graduate first-generation students and to help students seek opportunities to reach their life goals," expressed Meghan M. Chen, Director of the Student Support Services/ISAE. Students completing Associate and Bachelor's degrees were acknowledged. Students were also given an opportunity to



The President's Award recipients stand around the statue of Mary preparing to crown her. It is a tradition at Mary's Day, which honors students for their exceptional work in college. (Photo by Moria Demby)

thank their friends and family for their support. "It was a very emotional experience because it was a special moment to remember," said Anna M. Perez, graduating student. The evening came to an end with a beautiful closing prayer led by Dr. Jane E. Lingua, Vice President of Student Affairs.

May is a month which is celebrated by many cultures and countries all over the world. The month of May is dedicated to Mary, the Mother of Jesus. Thus,

Mary's Day, the annual awards ceremony at the Mount, also honors Mary, a woman of true courage. Mount St. Mary's College celebrated the traditional Mary's Day with the gathering of friends, family, faculty, and administrators to honor the academic and co-curricular achievements of the students. In the past, this event was held a week before finals, but it was moved to accommodate the academic schedule. This year Mary's Day was on held on Saturday, April 27. Many people made this event possible. "Bob Pahilanga was in charge of ordering all of the tables, chairs, food, flowers, balloons, and more. This is his second year planning Mary's Day; he did a great job," commented Mari Wadsworth, Assistant Vice President of Student Affairs, who also helped make arrangements for this event. Mary's Day event began with an opening ceremony of prayer, a

reading, and the song of Mary. Gail Gresser, Director of Campus Ministry, began the tradition of the opening ceremony three years ago. Sister Karen Kennelly and Dr. Jacqueline Powers Doud distributed the awards. The awards presented were mainly for graduating students. One award presented to a first year student was the Outstanding Freshman in Biology award, given to Kimberly A. Rovanssek. "It was such an honor to receive this award. I worked very hard all year and it was nice to be recognized by the department," said Rovanssek. After the awards convocation, there was a procession from the Little Theater to the statue of Mary for the crowning. A crown of beautiful flowers was placed on the statue of Mary by the President's award recipients. A reception in the Circle followed the crowning of Mary. There were approximately 300 people at Mary's Day.

The Doheny campus will be having their awards ceremony, Laurel Day, on Friday, May 10. This event is similar to Mary's Day, where students receiving Associate degrees are honored. A Baccalaureate Mass will be held the morning of Commencement, where graduates will receive their hoods. The Commencement ceremony will be held outside on the Chapel steps at Chalon.

The Trials and Tribulations of the New Doheny Library Plans

By Diane Huseby
Assistant Editor

Over two and a half years ago the Doheny campus, an oasis in the heart of Los Angeles, came to a painful realization. The campus, which houses two-year Associate of Arts programs and graduate level programs, had outgrown its resources and its current demands. Thus, a plan was undertaken to construct a new building, the Learning Resource Center. The building will be constructed to symbolize the importance of learning while housing a new library, offices for the Learning Resource Center, advisement, Allied Health Programs, classrooms, labs, and a new bookstore.

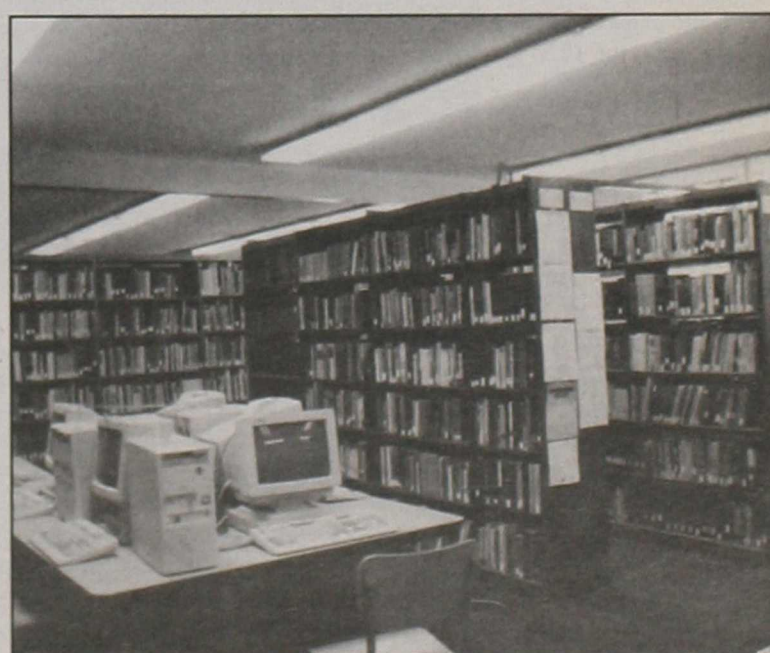
With no foreseen problems, the committee developed plans for their needs. To incorporate the historic integrity of the Doheny campus, much care was

taken in the design of the building by including many of the same Victorian features of the original buildings. However, plans were halted two years ago by local community members who opposed the construction. Their opposition is based on the placement of the new library because it will block their view of the historical Doheny campus. The building is scheduled to be placed in the open area at the end of Chester Place facing 23rd Street.

Why all the controversy over the historic nature when there are newer buildings on campus without the Victorian design? Sr. Kathleen Kelly, Vice President of Doheny noted, "The newer dorm building and chapel were built in 1984. The classroom building in 1965. Following their construction, a new law was passed to give

local groups advisory overview in residential areas, in order to encourage re-development in the area." Due to the struggle with community members Director of Student Activities at Doheny, Maria Lyons, went to City Councilman Mark Ridley-Thomas' office for help in resolving the issues in order to proceed with plans. "Mark Ridley-Thomas' office has been invaluable in getting us as far as we have gone. They have been able to help us resolve issues," said Lyons.

The project has received approval from the City Planning Commission. If the City Council approves the plans in June, the new building is expected to take 18 months following ground breaking.



The struggle for a new Doheny campus library in the stages of being resolved. Above is the current library on the Doheny campus. (Photo by Moria Demby)

Shakespeare Guides Find Inspiration

By Varsana Staszak
Staff Writer

The five Shakespearean actors who visited the Mount campus for the week of March 25-30 gave us many insights, memories, and endless inspiration. Mount students and faculty agree that the actors seemed to truly enjoy their work and that this enjoyment was infectious. They brought Shakespeare's and other great writers' words to life. They did this in simple and meaningful ways, always incorporating and gently encouraging students. Both teachers and students learned from the actors' patient and interactive methods.

One of the many ways students had contact with the actors was to assist as guides for the week. Approximately 10 students from all class levels and majors volunteered. Monica Lond, the Assistant Director of Career Planning and a member of the committee that coordinated the actors' visit, organized the interviewing, selection, and assignment of student guides. Lond did not have much information to base her plans on, so she wanted to be open and flexible to the actors' needs. She stated, "Initially, the actors did not have a clear idea of what they needed from students." Lond soon realized they needed more attention and assistance after workshops and performances. This meant that they required access to lunch and transportation. Overall, she was impressed with the actors' talent.

Student guides were assigned to various workshops and classes to be available to assist the actors. Nancy Huynh, a first year student, signed up to be a guide because she wanted to learn more about work. She noted that the experience was better than she expected, "It was a very good learning experience; they made Shakespeare a lot more interesting and fun than just to read it in the text." It was a treat for her to be able to participate in

classes as a guide. She learned that each time they were on stage, the actors were nervous and that this comes naturally with acting. Huynh realized that, "just being around a bunch of very talented people makes you feel you can do it too. A little taste of acting makes you want more." She added that it was interesting to see that as time progressed, students opened up a lot more and got into their roles. Huynh thinks that, "the actors' sensitivity to others allowed them to be able to touch people." She wishes they could come every year.

Other student guides shared this same view. Sarah Conger, a first year student, signed up to be a guide because she had participated in theater productions in high school and thought it would be great to meet such distinguished actors, especially from a different country. She thought the performance of *Macbeth* was extraordinary because "you could see their talent in the way they switched roles." As an education major, Conger got ideas on how to integrate theater into the classroom.

Francesca DeLaurentiis, a third year student, signed up to be a guide because she thought it would add another dimension to her Shakespeare class with Sister Mary Williams. She spent most of her time with Sarah Berger, driving her to and from the Doheny and Chalon campuses and having lunch with her one day. DeLaurentiis talked with Berger about the differences between Europe and America, school, and their children's exposure to Shakespeare at a young age. One of the more enlightening experiences for DeLaurentiis was Gareth Armstrong's performance of "Hand to Hell: An Actor's Perspective on Richard III and *Macbeth*." She said, "I felt like I was at the Globe. It was not just an academic endeavor; students were living it as the actors were. The beauty of the poetry stands out when it is heard." In other

workshops, it was fun for her to witness students who were initially hesitant to participate finally "get into it." DeLaurentiis adds that, "I am always in awe of how actors can express their feelings and Shakespeare's feelings with such facility."

Angeline Nagar, a third year student, probably spent the most time with the actors and therefore got to know them very well. She signed up to be a guide because her dream is to be an actor. She wanted to get a "behind-the-scenes look at the acting process." She originally only signed up to help for three days, but ended up spending the whole week with them — from Tuesday morning to Sunday morning. She described the experience as "very tiring," but on the other hand she felt like one of them. She helped drive them between campuses, get things they needed before and after both of their *Macbeth* performances, and ran from classroom to workshop all week. After the Thursday performance of *Macbeth*, the actors invited her out for "a spot of wine." After Saturday's performance, she was able to cook dinner, tell stories, and have a great time with the actors until 7 a.m. Sunday morning in the Casa. She was able to observe the various roles the actors took on as part of their group dynamics. Sarah Berger acted as the mother of the group, as if she was "protective of her children." Joanna Foster was the eldest daughter who always helped Sarah, while Sam Dale was the teenager who liked to "cause trouble and push people." Nagar called him the "joker." Phillip Joseph was like the "quiet, oldest son who needed time for himself." Finally, Gareth Armstrong was the dad who always agreed with Berger. Nagar had this final observation, "They are earning money for something they love, so it isn't really a job."

Sandra Bunce, a Mount Sociology professor and the coordinator of the actors' visit, was part of the committee which organized the student volunteers, workshops, hotel accommodations, ticket sales, and transportation for the actors. Bunce knew that the actors wanted guides. She was able to plan for this by looking at the feedback student guides had given when the actors visited 10 years ago. She said, "Generally speaking, it was a good week." Bunce also mentioned that the Mount's small campus allowed the actors to relax in between workshops since they were not scheduled back-to-back.

Faculty gave positive feedback on the actors' visits to their classes. Williams was thrilled by Gareth Armstrong's visit to her "Shakespeare" class, "Gareth was excellent. It was fun, serious, educational — a pleasure for all." The actors did not just visit English classes, but entertained and educated music, sociology, history, and education classes. Dr. Pam Haldeman, a Sociology professor, stated in response to Joanna Foster's visit to her "Sociology of Religion" class, "Joanna is a wonderful, caring person with considerable talent...she connected with the students and they enjoyed her interactive method." For Pat Disterhoft's "Observation and Curriculum Planning" class, Sarah Berger "was positive and respectful, despite the reluctance of some students." Disterhoft also added that "the students thought about how to integrate drama into the curriculum. They were reintroduced to Shakespeare, exposed to an actor from another country, and they had a good time!"

Certainly, those who were able to participate in the actors' visit in any manner were rewarded with the knowledge and awareness of what it is to be a person who loves what they are doing and can skillfully and carefully share it with others.

April's Spring Sing Spans the Decades

By Mary Villagonzalo
Staff Writer

The Mount Spring Sing was held on Friday, April 12 in the Little Theater on the Chalon campus. The two co-chairs were Kristien Creamer and Alison Seid. The show's theme, "Mount Memoirs", took its audience through a 70 year span beginning with the first day Mount St. Mary's College came into existence until the present. Each decade, from the 1920's to the 1990's was represented.

Auditions for Spring Sing were held during the first and second weeks of April. Participants were expected to know their auditioning materials and be ready to perform for this audition. The only set back of Spring Sing, according to Creamer, was the lack of turn out for auditions. Eighteen Mount students participated. After auditions were accepted, most performers practiced on their own, rather than meeting for formal rehearsals.

Despite the small student turnout, they managed to arrange and perform a wide variety of acts. Several students performed in more than one act. Spring Sing started with the 1920's performance of "Yes, My Heart." by Anne Marie Rizza. Katie Reynolds performed an unforgettable father and daughter "Fiddler on the Roof" medley with her sister Molly and her father,

Stephen Reynolds. A 1990's operatic piece, "Vedrai, Carino," was performed by Charlotte Ruiz. Christine Geluz and Yvette San Juan sang a memorable rendition of "On My Own" from the popular musical "Les Miserables."

"I thought it was really good and greatly improved from last year," states third year Music major, Anne Marie Rizza, the first performer on stage. She was not the only one who shared a positive view of the show. A pianist for 16 years and a first time Spring Sing performer, third year Music major, Sarah Kim, had one thing to say, "The Spring Sing went well." Kim performed a piano piece out of the 1950's entitled "Fantasy".

Although not many people attended this event, it still managed to catch the attention of the spectators, especially, second year Biology-Chemistry major Ginger Garcia, "The fact that a brief history of Mount St. Mary's was incorporated before each act made it much more interesting."

Each year, Spring Sing is held to allow Mount students to exhibit their musical talents, whether they are music majors or not. It is also a wonderful opportunity to appreciate and be inspired by fellow students. Maybe you will be on stage next year.

Asian Culture Focus of April Events

The Vietnamese Student Association, Asian Pacific Affiliation, and the Associated Student Body each coordinated a special event during the month of April to celebrate the culture of Asians and Asian-Americans. In addition, students wanted a chance to address issues relevant to the Asian-American community.

On Tuesday, April 2, the Vietnamese Student Association organized a sale of Vietnamese cuisine and the showing of the movie "Heaven and Earth."



Erika Yamasaki, a guest speaker for Asian Cultural Awareness Month, presented on "How Leadership Works in Asian Student Associations". (Photo by Moria Demby)

On Thursday, April 18, the Asian Pacific Affiliation sponsored a guest speaker's presentation on "Asians and AIDS." The speaker discussed the necessity to openly address problems and solutions associated with this deadly and indiscriminate disease.

On Tuesday, April 23, the Associated Student Body sponsored a presentation of "How Leadership Works in Asian Student Associations" by Erika Yamasaki, a Doctoral Candidate for UCLA in the School of Education and Information Studies. Yamasaki is involved in the "Higher Education and Organizational Change" program. She presented qualitative research collected from UC Irvine Asian-American student leaders about their definitions and perspectives of leadership.

The Mount Says Goodbye to Two Outstanding Instructors

By Shelley Schubert
Staff Writer

Dr. Ronald Oard

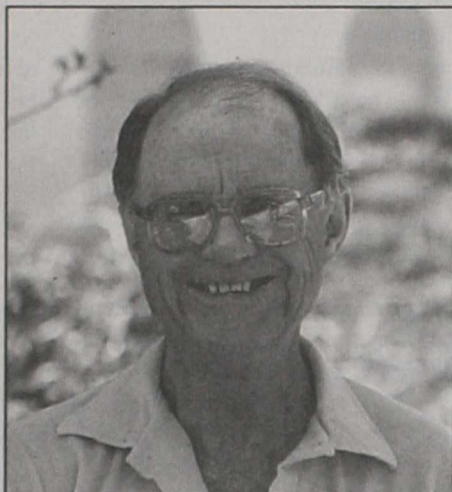
Dr. Ronald Oard, who has taught Political Science and History at the Mount for the past 36 years, is now retiring at the end of the Spring semester.

"Dr. Oard is tough, challenging, but a real professional. He likes what he teaches, which is refreshing and it shows in his classroom presentation," stated Karla Villatoro, a former student of Oard's Contemporary History class.

Oard has the ability to put together a lecture that not only informs his students but teaches them to develop critical thinking skills. He encourages his students in class to dispute and discuss the information. Through oral and written communication, Oard taught his students how to communicate their thoughts and ideas and to articulate their analyses clearly.

The skills learned from Oard are transferable into everyday life skills. Sister Nancy Bowden, a former student of Oard, and currently a History teacher here at the Mount, received his guidance throughout

her college career. Bowden said, "As my mentor he has been very supportive. He offered constructive criticism and challenged me to learn the ropes. It takes teaching a class three or four times before you get to master the material, procedures, and techniques that work with the students."



Dr. Ronald Oard, professor of Political Science and History, retires after 36 years of teaching at the Mount. (Photo by Moria Demby)

Laura Cansicio, a Political Science student stated, "He is a wonderful dedicated teacher. He teaches not just facts but life lessons. He does this by being attentive to students' needs."

Earlier this month, on April 12, Oard was honored at a retirement dinner, which was attended by more than 80 people, including current and former faculty, associate staff, students, friends, and relatives. His retirement will be a loss to the new generation of Mount students who will not have the opportunity to benefit from his knowledge and teaching. Bowden stated: "The best

thing about Dr. Oard is his wonderful sense of humor. He makes life rich by sharing his sense of humor."

Father Matthew Delaney

The Mount is also losing Father Matthew Delaney who is retiring after serving 16 years as Dean of Faculty at Mount St. Mary's College and for the past two years as a professor of Mathematics. Several faculty members spoke about his impact at the Mount. The academic Vice President, Dean of Faculty, Jacqueline Powers Doud feels, "Mount St. Mary's College has been very blessed with the talents of Father Delaney for 18 years. He has served the college with distinction as Academic Dean for most of those years. In addition to being a first-rate mathematician, Father Delaney is a champion of the liberal arts. A fine leader, astute in governance matters with a thorough understanding of higher education, Father Delaney is first and foremost a fair, compassionate human being. We will miss him keenly."

Dr. Eleanor Siebert, Department Chair, professor of Physical Sciences & Mathematics Department states, "Father Matthew Delaney joined our department in the 1992-93 academic year as professor of Mathematics. He brought with him a source of knowledge, enthusiasm and a perspective that has been inspirational to his students as well as to his colleagues. In his courses he has maintained high ideals of scholarship, coupled with an understanding

and concern for the human condition, which has maximized the potential for student learning. The Department of Physical Sciences and Mathematics has been fortunate to count Father Matthew Delaney as one of its members; we continue to count him as a valuable colleague and dear friend."

Father Delaney has the rare quality of being able to talk to anyone on their level. He is always willing to work with students to help pull them through the difficult material. Mary Sloper, Associate Professor of the Nursing Department stated, "First of all Father Delaney is a real scholar but more importantly a real human being, who is always willing to offer wise advice. He is a wise scholarly man."

Daniel Stogryn, Professor of Physical Sciences and Mathematics states: "Father Delaney has an extraordinary sense of humor. He not only tells mathematical jokes but can joke on other mundane topics as well. He is world renowned in the field of mathematics for his development and contribution of his theory on 'Group theory'. Father Delaney was also instrumental in bringing a large scale computer system into the college. He will be sincerely missed and I hope he will come back to teach at the Mount on a part-time basis."

The presence of both Dr. Oard and Fr. Delaney will be greatly missed at the Mount. Their contributions and dedication to the college will leave a lasting impact.



Vargas Chosen as Senior Speaker

Maria Ximena Vargas, a Biology major with a double minor in Women's Studies and Philosophy was chosen as the Commencement Speaker for the Class of 1996. The process to become a Commencement speaker begins with faculty and senior nominations. Those nominated by more than one person are then invited to write a 350 word essay. Seniors submit the essays and the person with the most votes becomes the Commencement Speaker. As Vargas states in her winning essay, "I see myself in all of you who have developed into self-sufficient, intelligent women who are eager to take on the challenge life has to offer."

Graduation Day will be held on May 11, 1996 at the Circle on the Chalon campus. Admission is limited by invitation. (Photo by Moria Demby)

Alumnae Gather for 70 Years of Fashion at the Mount

By Marla Ferguson
Editor in Chief

Reaching back in history, the Alumnae Association set up a luncheon and fashion show to commemorate the past 70 years of Mount history through fashion. The luncheon and fashion show were held on Saturday, April 13, 1996 in the Campus Center, with approximately 180 people in attendance. Although current students were allowed to attend, the audience was primarily alumnae and their guests.

The Alumnae Association organized the event with the help of Pi Theta Mu as hosts and tour guides of the school. The room was decorated in shades of pink with floral centerpieces designed by an alumna. Notepads were given as favors. The 70 years of clothes were attained from the Goodwill.

The Goodwill collects quality clothes donated to them that they feel are especially notable. The fashion show began with clothes that dated around the year 1925. According to the Director of the Alumnae Office, Margaret Horst, "What made it special for us was that the commentator tied the Mount college history to the clothes." A key piece for the event included a 1950's nursing uniform, sent to the Alumnae Office by an alum-

na. Also a full habit from the Carondelet Center was donated to be displayed at the fashion show. The Sisters of St. Joseph were given the option of abandoning the full habit in the late 1960's and many chose to do so.

Also included in this fashion show were a social and luncheon beforehand. President of the College, Sister Karen Kennelly was in attendance and spoke.

Upcoming events for the Alumnae Association include luncheons in Seattle, Portland, and San Diego for alumnae and a 50th reunion for the Class of 1946 at this year's Commencement.

During the summer there will be a SmartBodies program called the Alumnae Spa Weekend culminating in a trip to the Hollywood Bowl for a performance. Also available will be tickets

to the play *Carousel* at the Ahmanson Theater.

Although the Alumnae Association has no plans to hold the historical fashion show again, they feel it was a great success. Alumnae participants told event coordinators that they enjoy coming back to campus. Each spring they plan an event for the alumnae, but no plans for next year are currently in the works.



Fashion show commemorates 70 years of Mount education through period clothing. The show was held for alumnae on April 13. (Photo courtesy of Alumnae Association)

VALUABLE VEGGIE VIRTUES

By Jennifer Green
Staff Writer

Did you know:

—The Jerusalem artichoke is not a variety of artichoke at all. The Jerusalem Artichoke was originally called Girasole, the Italian word for sunflower. Girasole was misheard as Jerusalem then artichoke was added to the name because it was thought to taste like one.

-Avocados, unlike most fruits, can contain up to 16% oil. It is unsaturated fat and can still be enjoyed in moderation. It contains a good source of vitamin C, iron, and potassium, plus fair amounts of vitamin A and E, thiamin and riboflavin.

-Cabbage has survived since pre-historic time. Botanists think it is the most ancient vegetable still growing today. Cabbage has been cultivated for more than 4000 years. Possibly the Celts introduced it to the lands they invaded: from the Mediterranean Sea to the British Isles, even as far as Asia Minor.

-Carrot leaves, in Elizabethan times, were so pretty that they were used as decorations in their hair.

Carrots arrived to the states before the Mayflower. Carrots are given credit for helping save the colonists at Jamestown, Virginia, from starvation during the winter of 1609.

-Cucumbers on a warm day measure 20 degrees cooler than the outside air. It is also one of the few vegetables mentioned in the bible.

-Mushrooms, in quantity, are high in protein and are a good source of the B-complex vitamins, especially riboflavin and thiamin, and also contain most of the essential amino acids. Pretty cool!

-Squash has been growing in America for 5000 years. When the pilgrims came they shortened the Indian word askootasquash, which means "eaten raw," to squash. They then began to boil and bake it.

-Tomatoes, classified as a fruit, but generally labeled as a veggie, are among the top three produce sellers in dollar sales. Also, Sir Walter Raleigh is supposed to have given the first Queen Elizabeth a tomato as a token of his affections. It was a bold move because the name 'love apple' had given the tomato a reputation as a powerful aphrodisiac.

There is more value to veggies than one realizes, appreciate them.

Health Fair Offers Information

By Mary Villagonzalo
Staff Writer

The annual Health Fair was held on Friday, April 12 in the Campus Center from 10:00 a.m.



The Health Fair offered body weight testing and free advice on properly altering diet and lifestyle. (Photo by Moria Demby)

until 2:00 p.m. The event was sponsored by Health Services, the Counseling Center, Human Resources and California Nursing Students Association (CNSA). The Health Fair featured free of charge services to Mount Saint Mary's students. Organizations

such as The American Cancer Society, Poison Control Center and Smartbodies set up tables to answer questions and inform students through pamphlets and booklets they handed out. Other organizations also conducted free eye check ups and blood pressure testing.

"Exercising, lowering salt intake and having screenings at least once a year," second year Nursing student, Jennifer Ward advised avoiding high blood pressure. Ward and fellow nursing students helped to test students' blood pressure for free. There was also a dermatologist present at the fair. It was one of the most popular tables which Mount students flocked to. Dr. William Keith of Daniel Freeman Hospital talked about precautions people should take during the summer. "Always wear sun block on a daily basis. Using SPF 15 and greater is effective in protecting skin." Keith also gave consultations to students and gave away face cleansing samples.

Breast cancer information from the American Cancer Society's table was also available. Representative Marilyn Fulton demonstrated self breast examination on a plasti model and discussed health. Fulton stresses a diet full of fiber, fruits and vegeta-

bles, and having annual breast examinations as a

way to maintain good health.

The 1996 Health Fair at the Mount provided various services and information to Mount students. Debra Gerardi, Director of Health Services states the purpose for this event, "The Health Fair is a kind

able to check themselves in different areas to prevent anything serious from happening later."

Maintaining good health habits is often difficult in the stressful college environment, so the reminders provided by the



Students get information about health related issues at the Health Fair sponsored by Health Services, the Counseling Center, Human Resources, and the California Nursing Association. (Photo by Moria Demby)

or comprehensive approach to prevention, teaching people how to take care of their own bodies, providing them with health information, and education so they will be

Health Fair are even more important for students at this time of the year.

Editorial: The Rising Trend of Smoking Among Younger People

By Marla Ferguson
Editor in Chief

Tobacco. It is one of the leading causes of cancer in our nation. So, I am a little baffled by the attraction to smoking. What baffles me even more is the rising trend of smokers.

My grandmother has smoked for over three-fourths of her life, and my brother has recently begun smoking. For my grandmother it has become a habit that has seriously compromised her lifestyle. She is not as healthy as she might be if she had chosen not to smoke — but she is

now addicted. So it is a wonder to me that my brother has started smoking. He is 19: grunge, carelessness, and cynicism are prevalent in his life. He has an image to uphold, and

smoking seems to be part of that. Everywhere I go I see countless young people smoking — and I have to imagine again that it is for the sake of image, and that young people do believe they are invincible. What has caused the issue of image to continue to be more important than longevity and quality of life?

There are larger issues to this problem that I think many people, especially younger people tend to overlook, for example the issue of healthcare for those who suffer from tobacco related illnesses. I was recently listening to a program on the radio that addressed this very issue. While everyone had their opinion one fact remained, these illnesses cost the

country's and the state's healthcare systems huge amounts of money. With the rise of awareness of what tobacco does to the human body and the rise of the importance of keeping one's body healthy in this society, people are not taking the personal responsibility that they should be. In essence, tax-payers end up facilitating addictions. And those who come down with the subsequent illnesses have not taken into account their personal responsibility to the community to be less of a burden.

SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.

SURGEON GENERAL'S WARNING: Quitting Smoking Now Greatly Reduces Serious Risks to Your Health

where along the line we have lost something important. The current trend tends to be toward selfishness. It looks as if we have settled on image and the right to damage one's body for the sake of pleasure rather than looking ahead to what it does to others.

So, as I was listening to this radio show of arguing men, I wondered why so much arguing was going on about who should pay for this health care cost and why they did not choose to address the issue at its root. We need to focus on personal responsibility toward the community and creating a positive image for young people that does not include tobacco smoking.

Certainly, I am not saying that we should deny health care to people with tobacco related illnesses, or any illness related to an addiction, but that some-

A H
Life

Healthy style

Is Fat-Free Really Non-Fattening?

By Jennifer Green
Staff Writer

Many of us today think that eating low and non-fat products are "freebies"—meaning a person can eat as much as they want since there are no fat grams in it. How many times have you taken that extra handful of fat-free cookies and justified it by saying, "It doesn't matter. There is no fat in it."

Unfortunately, it does matter. Fat-free products meant to replace higher-fat versions are effective in their attempts to cut down fat if you consume it in the same quantity as the original version. Just because it is labeled fat-free does not mean you can eat the whole box. The body needs to burn more calories than it consumes to lose weight. To maintain present weight, a person must burn an equal amount of calories as they consume. Fat-free products are very high in sugar and calories. Overindulging in these products means a severe increase in a person's daily caloric intake. Excess calories not burned each day including fat-free calories are converted in the body and stored as fat. Portion control is equally if not more important than watching fat content.

Studies show that people who eat fat-free products, for example, ice cream will eat a larger portion than a person who eats the original version. There is a feeling of no guilt and a sense of no necessary limit. This leads to trouble. Non-fat versions of food are great alternatives to the original versions but are most beneficial when consumed in appropriate servings since calories count as a factor in weight control. The following compares the calories for 1 serving of fat-free products compared with the calories from the entire box to show how quickly a person can consume excess calories that lead to unwanted weight gain. Next time you finish a box of fat-free cookies in two sittings remember:

-1 slice of Entenmann's Fat-free Raspberry Twist = 160 calories (cal)

the entire box = 960 cal

-1 serving of Baked Tostitos (about 9 chips) = 110 cal

half of the 8 ounce bag = 440 cal
the entire bag = 880 cal

-1 serving of Dreyers Fat-free Caramel Praline Crunch Ice Cream = 110 cal; half of the half-gallon container = 880 cal
the entire half-gallon container = 1760 cal

-1 Fat-free Fig Newton = 60 cal
1 twelve serving container = 720 cal

Health Services:

A Benefit for Students

By Jennifer Green
Staff Writer

There are many services provided by the Health Services Department and Counseling Center. All students from Chalon and Doheny who pay the student activities fee, plus students from the University of Judaism (UJ), are eligible to receive services provided by the physicians, nurses, nurse practitioners, and counselors at the Health Services Department and Counseling Center located on the first floor of the Humanities building on the Chalon campus. Women may take advantage of the following services: pap screening, breast exams, pre-natal screening, pregnancy tests, and referrals for OB/GYN and pre-natal care. Marlene Caron, a first year nursing student, thinks, "the Health Services Department is helpful and is a convenient place to get shots. It is also cheaper than going to a doctor's office outside of campus." As a part of the student activities fee, everyone can get short-term therapy with a counselor which is up to 12 visits and can join group counseling sessions. Sophomore Cristina Lovetere found the counseling to be, "very beneficial. The counselor's friendliness and positive attitude made me feel comfortable and made me look forward to talking to her." In addition, STD testing and HIV testing are available. The HIV testing is

confidential and is not added to the student's records. There is a ten dollar fee for the HIV test. Since Health Services is a part of a Catholic institution, contraceptives and abortion counseling are not

policy. Failure to comply results in job loss. Even though this policy exists, first year student Adamma Okonkwo said, "If I had a problem, I would go to a doctor off-campus where I would be more anonymous. I wouldn't feel that my records are confidential since so many students work there."

The physicians and nurse practitioners are on the Chalon campus on Monday and Wednesday from 8 a.m. - noon and on Tuesdays and Thursdays from 1-5 p.m. In case of emergency, a referral may be made to the clinic, Les Kelley, in Santa Monica. Health Services sees about 75 students a week for the medical clinic. For the Fall semester 1995, 900 students used the Health Services. This included over 130 complete physical exams. Women's health issues appointments included over 157.

In addition to these services, the Health Services Department and Counseling Center has many lectures, screenings, and classes to educate students. This includes STD and AIDS lectures annually to first year students, and STD and cancer screening for specific classes and groups. Some of the Health Education activities have included: nutrition counseling, alcohol and substance abuse awareness week, conflict resolution training, communication programs, and women's health lectures.



Debra Gerardi - The director of the Health Services Department and Counseling Center on the Chalon Campus. The Center serves Mount and UJ students. (Photo by Moria Demby)

available. A person may talk with a counselor or physician about these issues since there is an understanding that what is said between the two is private. Contraceptives must be obtained by an off-campus pharmacy or clinic.

In all of the counseling and medical services provided, the entire staff including student workers, maintain complete confidentiality. The conditions of employment in the Health Services Department and Counseling Center enforce this

Highlight on Sexually Transmitted Diseases

By Jennifer Green
Staff Writer

Does this sound familiar: It won't matter just this once. Nothing is going to happen to us. Condoms ruin the moment. It is more romantic when it is spontaneous. Condoms decrease sensation. I trust him. He says he has always been safe, so there is no problem. He would not lie to me...right!

The following *Sexually Transmitted Diseases (STD's)* may make you think twice when you decide to have unprotected sex with a partner whose history you do not know. Transmission can result from vaginal, oral, or anal intercourse with an infected partner.

AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME):

SYMPTOMS: Generally show up several months to a year after contact with the AIDS virus, include flu-like symptoms that do not go away, unexplained weight loss, diarrhea, white spots in mouth, and purple bumps on the skin and in the mouth, nose, or rectum.

IF LEFT UNTREATED: Can spread virus to others through needles, sex, or breast feeding. It cannot be cured. Most people die from the disease.

CHLAMYDIA:

SYMPTOMS: Show up 7-21 days after having sex. Many have no symptoms. Women have discharge and/or bleeding from the vagina, bleeding between periods, burning or pain during urination, and pain in abdomen. May include fever and nausea.

IF LEFT UNTREATED: Can spread virus to partner, reproductive organs can be damaged, lose ability to have children, can transfer to baby during childbirth.

GENITAL WARTS (VENEREAL WARTS):

SYMPTOMS: Show up to 1-6 months after having sex. Include small, bumpy warts on sex organs and anus that do not go away. Itching or burning around sex organs.

IF LEFT UNTREATED: Can spread warts to partner, more warts grow and become more difficult to get rid of, can transfer to baby during childbirth, may lead to pre-cancerous conditions.

GONORRHEA (CLAP, DRIP, GC):

SYMPTOMS: Show up 2-21 days after having sex. Many have no symptoms. Women may have thick yellow or white discharge from vagina, burning or pain while going to the bathroom, excess pain during periods, and cramps and pain in the lower abdomen. Men have thick yellow or white drip from the penis, or burning or pain while going to the bathroom.

IF LEFT UNTREATED: Can spread to partner, can lead to serious infection, can damage reproductive organs, prevent ability to have children, can transfer to baby during childbirth, and can cause heart trouble, skin disease, arthritis, and blindness.

HERPES:

SYMPTOMS: Show up 2-30 days after having sex. Some people have no symptoms. Symptoms include flu-like conditions, small, painful blisters on sex organs or mouth, itching or burning before the blister appears. Blisters last 1-3 weeks. Blisters will go away but you still have herpes and they can come back.

IF LEFT UNTREATED: Can spread to partner, can not be cured, and can transfer to baby during childbirth.

SYPHILIS (SYPH. THE POX):

SYMPTOMS: The first stage shows up 1-12 weeks after having sex, includes a painless, reddish-brown sore on the mouth or sex organs that last 1-5 weeks. Sores will go away but you still have Syphilis. The second stage symptoms show up 6 weeks-6 months after sores appear. It includes a rash on the body and flu-like conditions that go away but you still have syphilis.

IF LEFT UNTREATED: Can spread to partner, can transfer to baby during childbirth, can cause heart disease, brain damage, blindness, and death.

VAGINITIS (BACTERIAL VAGINOSIS, TRICH. YEAST):

SYMPTOMS: Some have no symptoms but can include itching, burning, or pain in the vagina, excess discharge from the vagina that smells or looks different.

TRANSMISSION: Can get from pregnancy, antibiotics, birth control pills, menstruation, diabetes, which can lead to Vaginitis. It can be spread during intercourse, oral, and anal sex. Men can carry Vaginitis infections without symptoms.

IF LEFT UNTREATED: Can spread to partners, uncomfortable symptoms continue, and men can get infections in the prostate gland and urethra.

TO PREVENT CONTRACTING AN STD:

Before you have sex look closely at your partner for signs of a rash, sores, redness, or discharge. If you see something suspicious, do not have sex. Ask your partner about past sexual partners and needle drug use. Use a condom, birth control foam, cream or jelly which have chemicals that kill most STD germs. Since many have no symptoms of STD'S, get regular STD checkups every 6 months if you have more than one partner.

The End of the Year: Two Perspectives

Alison Starich

May 9, 1996. That date looms in my mind as the ending point of my experience as a first year student here at the Mount. Granted, there are still plenty of exciting moments awaiting me, but I believe one's first year in college always stands out. It is a period of growth, both intellectually and personally, and for many, college is a chance to get out into the world and be independent. Coming to Mount St. Mary's, for me, has been an opportunity to test my abilities. It has also been a source of some memories that I will carry with me for the rest of my life. For example:

Classes - According to one of the great myths of the world, classes are supposedly the reason one attends college. In fact, between the partying and sleeping in, most people do manage to make it to a class or two once in a while. Every college has certain quirks that extend to the class room. Berkeley has naked people, USC has basket-weaving majors, and the Mount has the music department. Don't get me wrong; the music department is a huge asset to the Mount. However, it is also a great source of amusement. "Alison, what are your feelings on modern religious rituals in . . . DO RE MI FA SO . . ."

Friends - One of the main culture shocks of college is not trying to make new friends, but rather dealing with the ones you have left behind. On the last day of high school, everyone sits around, crying, telling each other that they will always be friends and nothing will ever change. It's all a lie. I only seem to hear from my high school friends when they are engaging in illegal activities or when the stick turns blue. There must be a note next to my phone number in peoples' books saying, "Tell me things I don't want to know." Sure, I still talk to a couple of my close friends semi-regularly, but for the most part, aliens seem to have replaced the people I once thought I knew so well.

Dorm Food - If you can't say anything nice, don't say anything at all.

The Odd Couple - Coming from a home where I am the only child, it took a good bit of time to get use to living with another person, also known as "The Roommate." In many respects I got very lucky with my roommate. I have heard horror stories from some of my friends that ended up with roommates who worship fruit, and converse with imaginary little green men. My roommate just talks to me while I'm asleep. It isn't that I mind, it's just that I don't quite get it. However, beyond that, my roommate and I have a really good relationship. I suppose I'd rather have her talk to me while I sleep, then have her discuss world politics with invisible an leprechaun.

Los Angeles - L.A. is a city of extremes. Ostentatious wealth

juxtaposes abject poverty, while high culture and popular culture compete San Diego, my home town, is not small by any standards, but it is a far cry from the



Alison Starich - First year student. (Photo By Moria Demby)

seemingly endlessness of this metropolis. My roommate and I like to go about town on jaunts, which we have titled, "Explore your city." This is our particular term for getting lost. Of course, in order to get lost, one must first brave the freeways. The person who came up with the term "freeway" obviously didn't live in L.A. It amazes me that one can get on the 405 at three o'clock in the morning, and there is traffic. I am convinced that the L.A. city council hires people to drive up and down the freeway, just to keep up the city image.

Home Sweet Home - I think the only thing harder than trying to adjust to being away from home is trying to adjust to going back. Throughout my senior year in high school, counselors, teachers, and my friends' parents tried to prepare me for living away from home. What they failed to mention was that life doesn't get any easier once you return. Suddenly, after weeks and weeks of nearly total freedom, there are these vaguely familiar people trying to tell you to go to bed. "Mom, it's only midnight. I can't sleep till at least three."

And so life moves on. In less than two weeks, I will be home, away from the smog and traffic, in a room where I don't have to worry about the kitchen staff seeing me get undressed. For all that, I am looking forward to returning in the fall. However, though I'll be here three more years, I'm sure nothing will equal the experience of becoming a college student, and living through my first year of "real life." Unless, of course, I get that million dollar book deal. I won't hold my breath.

Diane Huseby

When I transferred to Mount St. Mary's College in the Fall 1994, I knew that one day I would graduate. However, two years seemed very far off. I was simply happy about being able to continue my education. The Mount was so beautiful and the people were friendly and inviting that I could hardly believe I was here. My decision in coming here was

Strategic Planning Set to Benefit All

By Shelley Schubert
Staff Writer

The development phase of the 1997-2002 Strategic Plan has been in the planning stage for the last year and a half. The strategic plan according to Sister Karen Kennelly, President of Mount St. Mary's College, is "setting direction for the next 5 years and is one of the most important things we do as a college community." It is like a road map to the future which focuses the college's energy and resources towards priority goals. Through college committees, faculty and administrators have been included in the strategic planning process. This semester, student input was collected. Laura Cansicio attended the Strategic Planning Forum, sponsored by the ASB, held on April 9th, and stated: "It is a great tradition to get the student body's input because it is our education and this gives us a chance to be more interactive in our education." Kennelly said, "Students, faculty, and alumnae are all called upon to help. We are very grateful for the ideas shared at convocations and forums this year."

The process in developing a strategic plan for the future must have some common ground or basis on which to develop the goals for the college. The Strategic Planning Committee, comprised of faculty and administrators, developed 12 assumptions as guidelines for the development of the plan. Here are a few of the assumptions:

1. MSMC is an academic community dedicated to the education of the whole person in the Catholic tradition. The Catholic tradition places a primacy on the following values: belief in God, belief in the inherent dignity of each person, service and commitment to a better world.
2. MSMC is a liberal arts college. In keeping with our liberal arts tradition, we define an excellent education as one which develops a well-rounded individual and includes the enhancement of mind, body, and spirit.
3. MSMC expresses its commitment to the education of women most fully in the traditional Baccalaureate and Associate programs. This commitment has a special focus on preparing women for leadership in our society and our time. Graduate and non-traditional undergraduate programs are coeducational.
4. MSMC is classified as a comprehensive college offering programs at the Associate, Baccalaureate, and Master degree levels on two campuses. The college faculty shares responsibility for all academic programs.
9. The college assumes that accessing and processing information through technology is a necessary tool for the 21st century. Thus, the integration of technology into the educational process is essential for preparing students, faculty, and staff for the future.

The most important idea driving the strategic planning is the mission statement of the college. The Strategic Planning Committee must look at higher education trends and draw from acquired data assumptions as to where these trends are heading in the future. Stephanie Cubba, Director of the office of Institutional Research and Assessment and a member of the Strategic Planning Committee, defined a strategic goal as "a concrete direction or vision, based on an assumption or cluster of assumptions, which can be attained in five years." The Strategic Plan is a fluid document, not static, but one rather that can change and be responsive to an ever changing environment.

The Strategic Planning Committee will present several issues to the Board of Trustees. These issues consist of an interest in completing the library project and learning complex at Doheny. Additional issues to be addressed are updating technology which will be used to support college curriculum, securing adequate levels of financial aid, strengthening academic programs, and improving compensation for faculty so as to bring this in line with similar institutions. Jacqueline Powers Doud, Academic Vice President and Dean of Faculty, and a member of the Strategic Planning Committee, stated that, "All of these issues are aimed at the improvement of the education and supportive services offered to all students at MSMC." The committee is still developing the college goals. A college-wide forum will be held to consolidate the list of possible goals. In the next step, action plans will be developed for each goal. Cubba defined an action plan as a way to "delineate by what means a strategic goal will be reached at the institutional level." The final draft of the strategic plan will be part of the annual faculty convocation in August. Kennelly stated: "We are looking forward to August and September when everyone will have a chance to go over the draft of the 1997-2002 Strategic Plan before we submit it to the Board of Trustees in October for their approval."

based on three factors: the small college atmosphere, that it is a Catholic institution and that it is close to my home.

The year prior to my coming to the Mount was spent working full-time. During that time virtually all I ever heard from people was their concern and advice for my returning to school. For this reason my graduation with a bachelor's degree is so important to me. There have been many friends, family, and co-workers who have been rooting for my success that it absolutely astounds

me, but I am terribly thankful for them all.

I feel privileged to have been able to make several new friendships while at the Mount. Many of my new friends will be returning students. Periodically they have asked questions about my school related plans for next year. At those moments I feel a little regret about finishing, because I do not have any school plans. But then I think about having to take more tests or write another paper and I feel no regret. Additionally, in looking forward as this chapter of my life comes to a close. As I look back, there are also pangs of sadness as each passing school event is a reminder that I will never be doing this or that again.

I have had the opportunity to have several wonderful and understanding professors who have taught me things that I never thought possible. These wonderful individuals, day in and day out, have stimulated my curiosity for knowledge about myself and others. To them, thank you. In relation, participating in school activities has brought immense wealth to my development.

However, as the last two

weeks of my college career approach, excitement is in my blood. Like everyone else, anxiety, stress and more assignments due than I have time for, are also in my main concerns. All I have to worry about after graduation is paying off my loan and a little thing called the rest of my life. Sounds simple. But listen to how that sounds... the rest of my life. Just wait till you get to say that. It sounds good in theory but it is awfully scary. Oh my, I will be graduating from college with a Bachelor of Arts degree! It seems so unreal, that I am virtually speechless. But I will get past the speechlessness and embrace the challenges that lie ahead, for life keeps moving forward. There is no stopping it or going back.

My life is now about getting graduation plans settled, but I cannot help but think about all that the Mount has given me - a chance to grow, to obtain an education, and make lasting friendships. Though we all have come to this place from different places for different reasons, one day you will each be where I am today: excited, scared, and relieved.



Diane Huseby - Fourth year student. (Photo by Moria Demby)

Mount Students' Summer Plans

By Varsana Staszak
Staff Writer

What are you doing for the summer? Have you thought long and hard about your plans, or are you just slaving through these last weeks of school until you can become a beach and couch potato? One thing is for sure, summer will be very welcome. It is a chance for freedom, fun, relaxation, travel, and meeting new people.... Unless of course you will work, take summer school or conduct some sort of academic research. But, even then the days are not as grueling. Besides, you will be expanding your horizons and your brain, finishing up units, and putting good things on your resume. Summer is for doing those extra activities that you can't do during the school year. It is for both dreaming and doing. Hence, in the fall we will be new



Dianne Stewart (2nd Year) will work for half of the summer and will travel to Jamaica for a family reunion. (Photo by Moria Demby)

people.

Seventy Mount students were asked what they had planned for the summer. Most students had several different plans.

Therefore, the percents do not add up to 100. Twenty-nine percent, or 20 out of 70 students, stated they will both work and go to summer school. Thirty-nine percent, or 27 students, will just work; while nine percent will just go to summer school. Seventeen

percent, or 12 students, will volunteer at places like their neighborhood church and nursing home, at Ronald McDonald's Camp for children with cancer, at Martin Luther King, Jr. Hospital, at Santa Monica UCLA Medical Center, in AARP (an advocate group for the elderly), in a genet-

ic research program, as a storyteller at a public library, and in the "Caring for Babies with A.I.D.S." program.

Besides working hard and being generous, Mount students plan to travel. Sixteen percent, or 11 students, will go to such places as England, Cancun, Las Vegas, France, Italy, Florida, Egypt, Hawaii, and Chicago. Some out-of-state Mount students will go



Sarah Decke (4th year) will go home to Phoenix. In June she will visit New Jersey for her boyfriend's graduation. (Photo by Moria Demby)

home and others will visit family members dispersed across the

country and the globe. This 13 percent of students will go to Iowa, San Diego, San Francisco, Hawaii, Phoenix, Japan, France, Charleston, S.C., Colorado, Jamaica and beyond.

Under the "Other" category of activities, there are various and sundry romantic, academic, and practical endeavors. Several people will be preparing for tests and fall school events and positions. One student will take a 6 week course, fol-

lowed by a test to become a C.N.A., or Certified Nurse Assistant. Three percent will study for the LSAT, while others will study for the MCAT and GRE. Some seniors will be preparing for graduate school. Students will intern at elementary schools, and at the Equal

Employment Opportunity Commission; go to Korea to teach English; research for Chemistry; prepare for their Resident Assistant positions, the Occupational Therapy Program on the Doheny campus if they are accepted, and for new club positions; participate in a scholarship program for the Rockefeller Foundation, and in the "Freedom Summer '96" women's rights program. One student plans to get married, two will be reunited with their loves in Europe, and another will spend more time with her kids. Other

things ranged from getting a driver's license to saving money.

No matter what you do, have fun! Do the things you do not have a chance to do during the school year. Think about what you really want to do with your life and then do something about it. Savor this summer.

Oracle Staff Suggests Movies to See

For those hot nights in summer when all you want to do is sit inside a cool place and watch movies, the Oracle staff has compiled a list of movies to see. So head down to your local video store or movie theater and relax.

Sense and Sensibility is wonderfully adapted to the screen by Emma Thompson from the Jane Austen novel. The film immerses the viewer into the repressed and quaint lives of 19th century English aristocracy. *Sense and Sensibility* captures the beauty of family hardship and love while encapsulating concealed and lost love. The cinematography is gorgeous, capturing the wide open plains of the English countryside. If you enjoyed movies such as *Room With A View* and *Howard's End* you will enjoy *Sense and Sensibility*. —Diane

Flirting with Disaster was one of my favorites of the recently released films. The movie brought together some very talented comedians of the past and present, including Mary Tyler Moore, Lily Tomlin, and Alan Alda. Ben Stiller and friends go on a wild goose chase for his adoptive parents. His biological parents turn out to be Tomlin and Alda who are still "hippies" of the 60's. The movie is filled with incredible opportunities for laughter, often caused by a sexual situation. Overall, this was a funny movie, but you wouldn't want to take a younger sibling to

see it. —Moria

One of the finest films of all time is *Braveheart*. Mel Gibson and the film deserved the Oscars they received, and much more. All the aspects of the movie combine excellently — the music brings out your emotions, the images impress and strike on various parts of your heart and mind, the actors are an embodiment of their characters, and the powerful plot inspires. It will surprise you, but for all the right reasons. There is cruelty, justice, betrayal, love, and sweetness. It is an adventure to watch; it never drags on.

Although it has a reputation for being a violent film, the violence has a purpose and is justified by the story. The story is realistic, not cartoonish. It depicts history and humanity. From the beginning we witness the courage and tenderness of the young William Wallace, the hero, as he and his family must face the harshness of life as they are dominated by the English. One of the most touching scenes is when the girl, who grows up to be his wife, hands him a flower. —Varsana

If you have not seen *Legends of the Fall* you have missed a great movie. The movie stars Brad Pitt as the elusive Tristan, Anthony Hopkins as the strict father, and Aidan Quinn as the eldest, perfect brother. The plot covers the lives of the men through their falls from glory and the heartbreaks they suffer. All three of the broth-

ers fall in love with the same woman, causing heartbreak and disaster. The plot may seem predictable, but there are many twists. If you are a hopeless romantic and love a good cry, this movie is perfect. —Mary

I highly recommend the true story *Dead Man Walking* as an intelligent, comprehensive, and powerful portrayal of a young man (Sean Penn) on death row who requests a nun (Susan Sarandon) to aid him in his final counseling before facing death. She helps him take responsibility for his actions and repent before his execution. Penn and Sarandon are both extraordinarily believable in their portrayals because of the emotion they express through their facial expressions and body

language.

With great balance and completeness, *Dead Man Walking* successfully illustrates the trials and tribulations of the death penalty from the points of view of those involved. This movie forces the pin-drop quiet audience to think, feel, and test their own beliefs about the death penalty. The movie leaves you thinking about the picture long after its over and can lead to a thoughtful discussion. —Jennifer

The best movies have always been those based on true stories, especially accurate ones. *Il Postino* is based on a true story about the poet Pablo Neruda and the Italian postman he influences while seeking political asylum in Italy. A beautiful relationship

develops between the two. The audience also gets an intimate glimpse at the beauty of poetry. The movie has comedy, love, hate, and sorrow rolled into one. I highly recommend this movie for everyone. —Maria

If you like to watch action movies I have one to recommend to you, *Broken Arrow*. It stars John Travolta and Christian Slater. The movie is comical and full of action scenes. There is an unrealistic woman in it, one moment she acts helpless and the next minute she is an action hero. This was the biggest failure of the movie. Travolta is very good in his portrayal of the villain and makes the movie worth seeing just for his sake. It is more proof that he deserved his comeback. —Marla

The Oracle of Mount St. Mary's College

The opinions expressed in signed columns and letters are the author's, not necessarily the views of the staff or Mount St. Mary's College. Unsigned columns do reflect the shared views of *The Oracle* staff. All correspondence to *The Oracle* should be addressed to: *The Oracle*, P.O. Box 52, 12001 Chalon Road, Los Angeles, CA 90049. Sorry, but we do not print unsigned letters.

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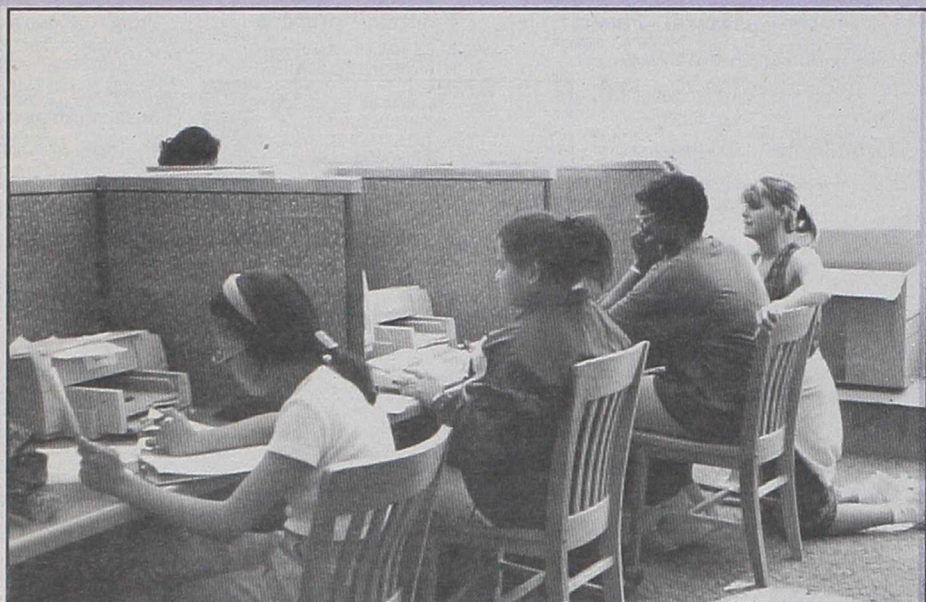
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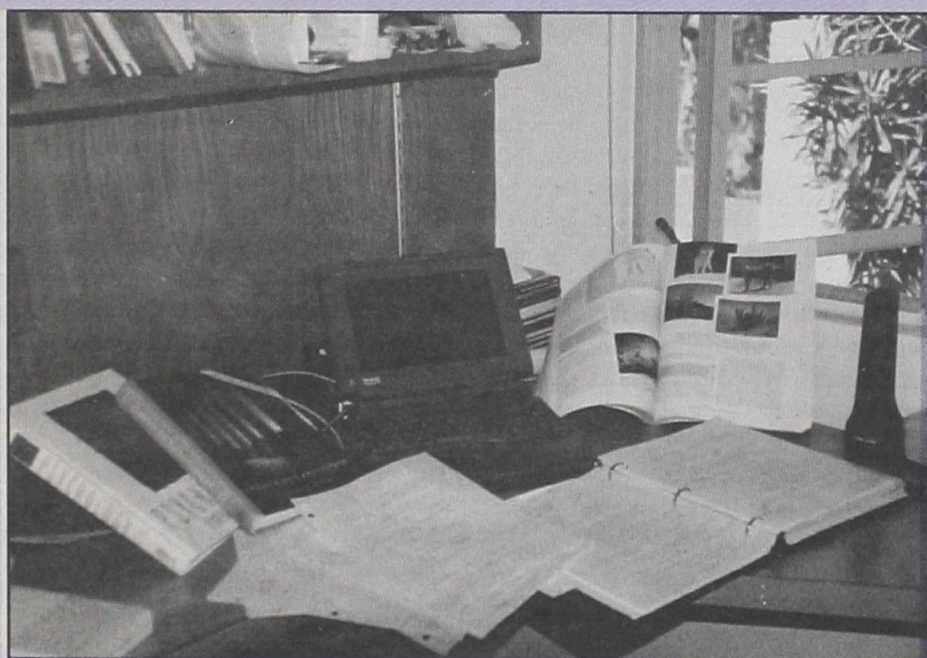
Emily Langdon

Stress vs. Serenity



Term papers, lab reports, journal entries, take-home exams, computer programs, resumes, history projects, Con-law hypos, nursing research papers, dissertations, creative writing stories, speech outlines, graphics presentations, club newsletters, biology presentations, senior seminar papers, honor theses, and yet more presentations, all with deadlines and all having to be typed. As students prepare for these final papers and final exams, the Instructional Media Center (IMC) (left) becomes a very popular and crowded student "hang out."

Fresh air, chirping birds, babbling brooks, picnic tables, cool breeze, tall trees, ducks, squirrels, creek-side pebbles, newly blooming flowers, rocks perfect for climbing, hiking trails, hidden lizards, secretive fish, happy families, romantic couples, ecstatic children, all co-existing harmoniously in an always peaceful environment. A place to get away from it all, Tapia Park in the Santa Monica Mountains (right) houses this picturesque creek as well as various hiking trails. The tranquil environment offers an ideal escape for relaxation and contemplation after finals.



Books, textbooks, library books, research journals, lecture notes, reading notes, research notes, musical notes, lined paper, pens, #2 pencils, pencil sharpeners, paper clips, staplers, scan-tron sheets, computers, word processors, typing paper, printers, printing paper, coffee, coke, hot chocolate, and aspirin will be cluttering the desks and lives of Mount students (left), as the end of the semester approaches. The students social lives, as well as their normal sleeping and eating habits, will be put on hold for finals. The dining hall and vending machines will need to stock-up on caffeine supplies.

Sun, sand, surf, towels, sunglasses, lifeguards, rollerblades, rollerskates, bicycles, friends, picnics, music, volleyball, nerf ball, frisbee, smash ball, football, sandals, sunblock, shorts, bathing suits, guy/girl watching, barbecues, waterskiing, parasailing, sailing, fishing, and fun all await beach-goers during the summer months ahead. The Santa Monica Beach (right) offers opportunities for all of the above activities and more. It also houses the Santa Monica Pier which could easily occupy a day with its carnival games and rides. (All photos by Moria Demby)

